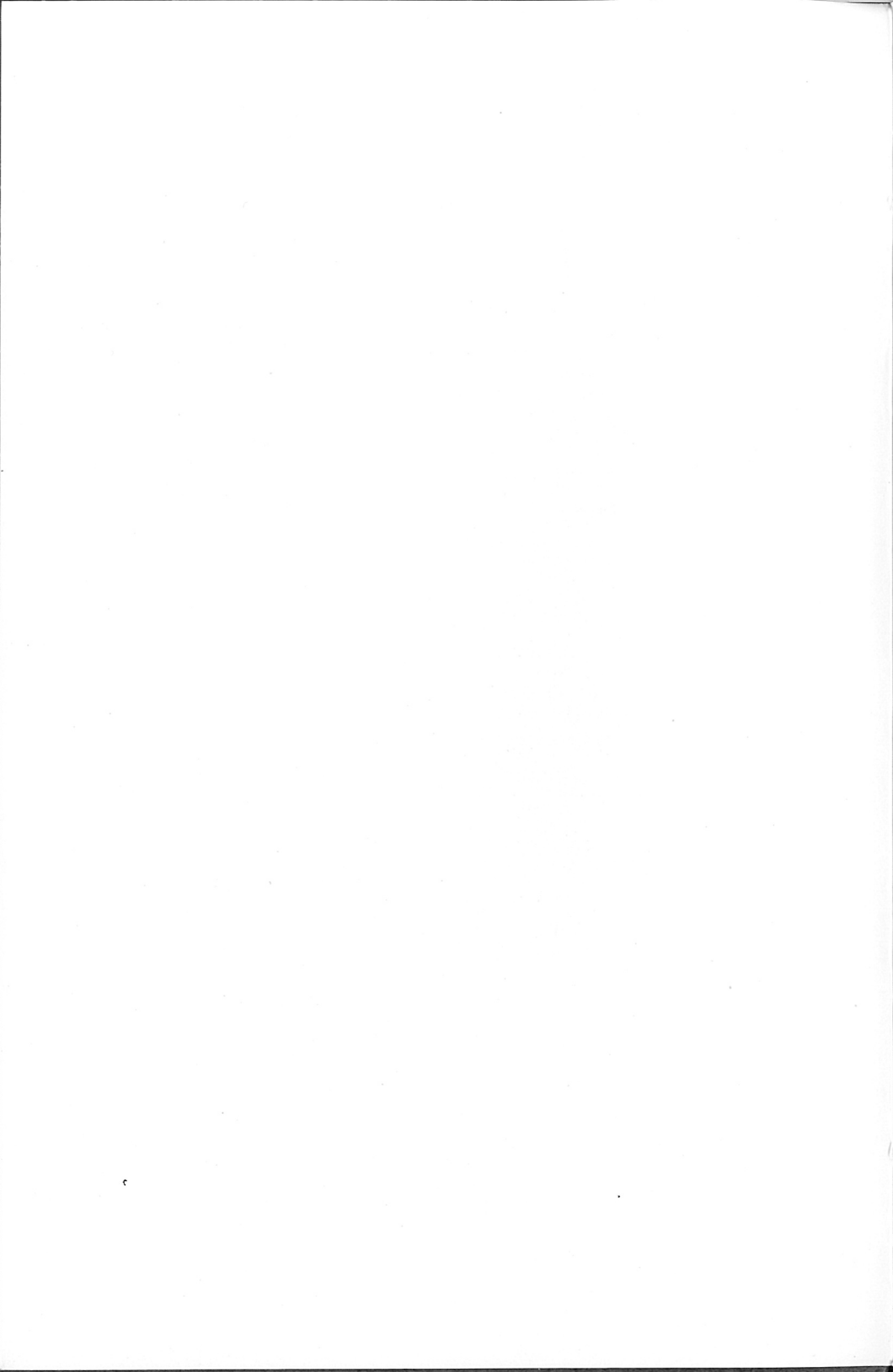


Mansfield

GRADUATE BULLETIN

1998-1999





1998 - 1999 GRADUATE CATALOG

For Graduate Admission Contact:

Graduate Office
511 North Hall
Mansfield Pa, 16933
Phone: 717-662-4806
Fax: 717-662-4115
E-mail: cchristl@mnsfld.edu



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MANSFIELD UNIVERSITY MISSION STATEMENT



Mansfield University is dedicated to providing an environment that promotes academic and personal growth as well as intellectual, ethical, and aesthetic values. The University serves the region and the national and international communities by developing human and material resources. The University is committed to stimulating continuous pursuit of knowledge and understanding by students, staff, and faculty.

To accomplish this mission, Mansfield University pledges to:

- Provide a liberal education for all its students.
- Prepare students for full and purposeful lives through undergraduate and graduate instruction in liberal arts and professional programs.
- Plan, develop, implement, and measure its efforts in providing optimum learning opportunities for students of a variety of ages, backgrounds, and needs.
- Promote affirmative action and equal opportunity.
- Maintain a faculty dedicated to teaching and scholarship.
- Cooperate with other educational institutions for the achievement of mutual goals.
- Provide educational and cultural programs to the general community.
- Offer expertise in public service activities.

GRADUATE STUDIES MISSION STATEMENT

The purpose of Graduate Studies at Mansfield University is to provide post baccalaureate educational services and to serve as a positive change agent in the twin tiers region. The programs offered are designed to provide advanced study in professional and scientific aspects of selected academic disciplines. These offerings are further intended to:

- Strengthen specializations.
- Permit greater depth of learning.
- Provide opportunity for integration of knowledge.
- Heighten receptivity to new ideas, viewpoints and beliefs.
- Improve research skills.
- Expand abilities to work independently.
- Expand knowledge of philosophy of a discipline.
- Encourage application of acquired knowledge and skills.
- Foster the spirit of scholarship.

- Enhance skills of critical analysis.
- Refine capability to initiate, define, and synthesize viewpoints and concepts.
- Develop methods of dealing with change.
- Build skills in leadership process.
- Prepare and assist students in realizing their potential as individuals and responsible members of society.
- Encourage career development.

Academic excellence is encouraged by assigning the responsibility for instruction to those faculty qualified to teach graduate courses. The criteria for graduate faculty status are established and monitored by Graduate Council.

Graduate study at Mansfield University may result in:

- A master's degree.
- Certification in one or more areas.
- Expanded knowledge in an identified area.

The graduate program is committed to affirmative action to insure equity for students and faculty. Both full and part-time study are encouraged and promoted with special effort given to meet the unique needs of part-time students.

STATEMENT OF DIVERSITY

Graduates of Mansfield University are expected to participate in a world that has been enriched by knowledge, insights, and traditions of diverse peoples who live and work together. An academic community that values diversity by words and action provides the best environment in which students can learn the social skills necessary to participate and flourish in our multi-cultural environment.

The Mansfield University Council of Trustees reaffirms the purpose of Mansfield University, as stated by former President Simon B. Elliot in 1912, to *"Strive to make education universal; that the rich and the poor, the child of those who have power and place, and of those who tread the lowly paths of life, shall receive alike the blessings of education ... and invite equally and alike, without distinction of sex, or color, or race, or creed, or party, the children of all who may desire to participate in the opportunities here offered. That is the highest purpose for which Mansfield may be praised."*

THE UNIVERSITY

Founded in 1857, Mansfield University's 174-acre campus is nestled in the beautiful rolling foothills of the Allegheny Mountains. Conveniently located in the Northern Tier of Pennsylvania at the junctions of U.S. Routes 6 and 15, Mansfield University is 30 miles south of Corning and Elmira NY, and 50 miles north of Williamsport, PA. In addition to a quality education, Mansfield University offers a variety of on-campus facilities including a state-of-the-art, hi-tech library, an Olympic size swimming pool, art galleries, three auditoriums, a radio station, a newspaper office, and a contemporary, multipurpose recreation building that houses a state-of-the-art fitness room, an aerobics gym, five racquetball courts, and numerous other courts for basketball, volleyball, and badminton.

MANSFIELD UNIVERSITY GRADUATE PROGRAMS

Mansfield University began its first graduate programs in the summer of 1966. Music and Elementary Education were the first degrees. Other programs were added in succeeding years. Today, Mansfield University offers education-related master's degree programs in Education, Elementary Education, Special Education, Art and Music. These programs were designed as part-time programs. The programs are to be completed within a maximum of seven years. The Community-Clinical Psychology program is a full-time two-year program.

GRADUATE CHECKLIST

Checklist for Admission to Graduate School

- ☐ Contact the Graduate Office (511 North Hall) to request an application to graduate school.
- ☐ Return your application with the \$25 fee (payable to Mansfield University) to the Graduate Office. Be sure to include your social security number on the check to facilitate processing.
- ☐ Contact the chair of your major department regarding additional requirements and to have an advisor assigned.
- ☐ Send your official transcript(s) to the Graduate Office.
- ☐ Take any standardized tests that are required by your department and have the results sent to the Graduate Office.

CHECKLIST FOR GRADUATION

- ☐ Fill out the Intent To Graduate Form available from the Graduate Office; this should be returned to the Graduate Office three months prior to your intended date of graduation.
- ☐ Pay the \$20 diploma fee at the beginning of the semester you plan to graduate.

GRADUATE SCHOOL AND DEPARTMENTAL ENTRY REQUIREMENTS

When you wish to apply to the Graduate School, you should contact the Graduate Office, 511 North Hall. The Graduate School requires: an original copy of a transcript indicating completion of an undergraduate degree, a transcript of any graduate work at another institution, a 2.5 or higher undergraduate grade point average and an application fee of \$25. Any variance from the criteria should be handled by a petition to the Associate Provost. Beyond the Graduate School requirements, each program has defined admission criteria. After you have discussed admittance, you should set up a meeting with the chairperson of your degree department to learn of that program's admission criteria. When you have met all appropriate requirements and are accepted, the chairperson will assign you an advisor.

GRADUATE STUDENT ADVISORS

One of the special characteristics of graduate programs at Mansfield University is the importance placed on the advisor-advisee relationship. We regard it as essential that you have an advisor assigned as you enter your program. There are many opportunities to tailor programs to your unique professional goals. The graduate advisor works as a collegial professional mentor with their assigned graduate students.

FINANCIAL INFORMATION

Mansfield University offers quality graduate education at competitive rates. Please contact the Graduate Studies Office for information on admission fees and tuition.

GRADUATE ASSISTANTSHIPS

Graduate assistantships are available each year to full-time students (minimum of nine graduate credits) and includes a waiver of tuition and fees, and a bi-weekly stipend. Graduate assistantships provide you with opportunities for professional, collegial, and academic growth. To this purpose, graduate assistants are assigned to work in a professional area on campus. Awards are based on a competitive process. You should apply for an assistantship by March 15 to be considered for the following academic year.

Contact the Graduate Office, North Hall, cchristl@mnsfld.edu or 717-662-4806, for further information and an application.

POLICIES AND INFORMATION FOR GRADUATE STUDIES

Add or Drop a Course

You may ADD a course during the first seven working days of a semester and DROP a course during the first six working days of a semester. Add/Drop cards are available in the Academic Records Office. The class instructor must sign all add or drop cards.

Applying for Candidacy

At Mansfield University the Application for Admission to Candidacy is the process through which you officially become a candidate for a master's degree. The application form is available in the Graduate Office. Before you have completed 12 credits, you should complete the Candidacy form with your advisor. This becomes the final contract between you and the University. It states specifically what you have taken, what courses have been accepted in transfer, and what you have left to do before you may receive your master's degree. It is at this point you decide what your final research, thesis, recital, or creative project will be. It is to be signed by your advisor, department chair and one other faculty advisor. The completed form along with the \$10 Candidacy fee should be submitted to the Graduate Office. The Candidacy process is another important milestone in your progress toward your degree.

Audit

If you are interested in auditing a course (attending class, but receiving no grade or credit for it) you must complete a registration form and audit card for the course work requested. These forms are available at the Center for Lifelong Learning (non-matriculating students) and at the Academic Records Office (matriculants). Cost of auditing is \$50 per course. You must have permission from the instructor of the course to audit.

Center for Lifelong Learning

The Center for Lifelong Learning provides educational opportunities both on-campus and at a variety of locations off-campus to high school students and non-traditional students including employed adults and professionals. The Center for Lifelong Learning is responsible for off-campus graduate and undergraduate courses and programs including all distance education course offerings, and non-credit programs including workshops, camps, and conferences.

Confirmation

Just before a semester begins, we check to see if you have met all financial obligations. If you have any outstanding payments still due, this confirmation process could result in your name being automatically dropped from the classes for which you registered. To avoid this, it is important to clear payments by the appropriate date.

Course Load

A normal academic course load (full-time student) is defined as 9 to 15 credit hours a semester. A maximum of 12 credits may be taken during the summer. If you want to schedule more than the maximum, you must submit a petition to the Associate Provost.

Culminating Requirements

Each degree requires some culminating activity at the end of the master's degree process. There are some choices you can make in this (i.e., whether to do a research paper or a thesis). Therefore, the nature of that final requirement should be discussed with your advisor early in your graduate degree process. When you file for Candidacy, that project should be identified.

Degree Requirements

To graduate from Mansfield University with a master's degree, you should meet the following requirements:

1. Earn the total number of credits determined by your department (30-46) credits.
2. Earn a minimum 3.0 cumulative quality point average (QPA).
3. Complete ALL course work with a C- grade or better.
4. Define with your advisor all requirements for completion of your degree by "Declaring Candidacy" on or before the completion of 12 credits.
5. Satisfactory completion of any creative project, research or thesis, comprehensive exam, graduate music recital or art exhibition required by your department as a culminating project.
6. Notify the Graduate Office of your "Intent to Graduate" prior to your last term in graduate school.
7. Complete any additional requirements necessary because of deficiencies identified in audition or entry, or because you have chosen to add one or more teaching certifications with your master's degree.

Grading System

A written syllabus, which includes the criteria for academic evaluation, is provided by instructors before the end of the first week of class. Mansfield University uses a 4-point grading scale, as shown below, to evaluate academic performance.

GRADES	INTERPRETATION	QUALITY POINTS
A	Excellent.....	4.0
A-		3.7
B+		3.3
B	Above Average.....	3.0

B-	2.7
C+	2.3
C.....Good Standing	2.0
C-	1.7
D+	1.3
D.....Minimally Passing	1.0
D-	0.7
F.....Failure	0.0

The following designations may be used in addition to the grades shown above:

AU Audit

EX Credit by Examination (D- grade or better)

I Incomplete

P/F Pass/Fail (D- grade or better)

S Satisfactory (D- grade or better)

U Unsatisfactory

W Withdrawal from a course after the drop period

The cumulative quality point average (QPA) is determined by dividing the total number of quality points earned by the total number of credit hours of work attempted. The cumulative QPA is the index by which your academic standing is judged.

Incomplete (I)

An incomplete grade (I) is used to denote unfinished work because of serious mitigating circumstances beyond the student's control. It is a privilege granted because of circumstances, not a right to be expected by the student. The "I" grade is submitted by professors at their discretion on the grade report form at the end of the semester. You and your professor will identify the specific requirements to be satisfied in order to convert the "I" to a letter grade. You are responsible for the removal of an "I" grade before the end of the following academic semester or it will become an "F" grade.

Graduate Courses – What is a Graduate Course?

Mansfield University graduate courses represent either specialized or advanced study within a broad-based discipline offering or supporting graduate studies at Mansfield University. The following criteria describe distinctive features of Mansfield University's graduate courses.

1. Course content is at more advanced levels of depth and understanding than that offered in the undergraduate curriculum.
2. Course topics are supported by a significant body of professional literature and, except in emerging areas of inquiry, there are significant theoretical and research bases for course content.

3. Reading and reflection support graduate learning. Therefore, graduate courses include adequate time for you to read course-related materials and to reflect on what you are learning.
4. Graduate courses provide you with a forum to demonstrate written and oral competence commensurate with graduate education.
5. Graduate courses at Mansfield University attempt to reflect diversity as related to culture, ethnic groups, gender, age and value systems.

Graduate Degree plus Pennsylvania Teacher Certification

Many graduate students choose to pursue an initial or added area of certification in conjunction with their graduate studies. In many cases, some of the courses required for the degree program also often apply to the certification program. If you wish to pursue certification, contact the Certification Officer, Room 111, Retan Center, (717) 662-4024 to initiate a certification program. You will need to provide a current negative TB tine test, ACT 151 (child abuse) clearance upon approval to enter a certification program.

Handicapped Policy

Section 504 of the Rehabilitation Act of 1973 provides that "no otherwise qualified handicapped individual shall, solely by reason of her/his handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal assistance." Section 504 prohibits discrimination against handicapped individuals in recruitment, testing, admissions, or after being admitted to a college/university. Mansfield University is committed to making the necessary adjustments so that handicapped students are able to fulfill academic requirements and to ensure that they are not excluded from programs because of their handicap. Inquiries should be directed to the Affirmative Action Office, Alumni Hall 112, or call (717) 662-4051.

Human Subject Research Policy

Research projects undertaken by Mansfield University students or faculty must be approved prior to involvement of human subjects. The review process is intended for the protection of human subjects and this shall be the sole object of the review. There are two types of review - Category A and Category B. The responsibility for Category A review rests with each department in which research involving human subjects is undertaken. Research protocols are subject to Category A review if they pose no more than minimal risk to human subjects and meet one or more of the five exempted conditions detailed in the Human Subjects.

Research Guidelines: Research protocols which do not involve one of the five exempted conditions are subject to Category B review by the Institutional Review Board (IRB). The review requirements which are outlined in the Human Subjects Research Guidelines do not apply to the following: 1) in-class research exercises which are an integral part of the learning experience in a university course; or 2) behavior modification exercises using established professional procedures; or 3) student teaching and other clinical practicums. The Human Research Guidelines document is available in the Grants and Contracts Office, North Hall 523.

Independent Study and Individualized Instruction

Independent Study (I.S.) is available in each curricular field. The appropriate curricular prefix precedes the course number 597, and the credit hours vary from 1 to 3. Independent Study may be repeated for more than 3 credit hours total, but each IS project may be for no more than 3 credit hours.

Independent Study is an activity initiated by you to increase your already advanced knowledge in a particular academic discipline. The subject is examined in an intensive manner with guidance by a faculty member who has special expertise in that field. To register for I.S., prepare a contract (available at the Academic Records Office, South Hall 112) which must be approved by the faculty director, department chairperson and Associate Provost. Independent Study procedures, must be completed before the beginning of the semester or summer session for which the I.S. is sought.

Individualized Instruction (I.I.) is available on a restricted basis. Ordinarily, permission to take a course by I.I. is reserved for students who are close to graduation and who have not been able to meet a degree requirement either because the course has not been available or because of some other mitigating circumstance. To register to take a course by I.I., you must complete a form (available at the Academic Records Office) which must be approved by a faculty director, department chairperson, and the Associate Provost.

Intent to Graduate

Three months before your intended date of graduation, you should complete the "Master's Candidate Intent to Graduate" form and submit it to the Graduate Office, North Hall.

Petition

Program Variance: under special circumstances, curriculum requirements may be modified. A department chairperson may substitute or waive major course requirements by informing the Academic Records Office in writing of such requested program change. Graduate students may petition the Associate Provost for other program variances.

Waiver of University Policies or Regulations: When any rule or regulation of the university causes an unfair hardship, you may petition the Associate Provost for an exception. You should contact your advisor for assistance in preparation of a petition. Petitions are available in the Academic Records Office, South Hall 112.

Repeating a Course

When you repeat a course which cannot be repeated for credit then all grades received shall be included on your permanent record, but only the last grade received shall be used in computing your cumulative quality point average (QPA). If you fail a course, you may not repeat it on a pass/fail or credit-by-exam basis. If you fail a course that can be repeated, you should notify the Academic Records Office if you intend to repeat it.

Residency

As a student, you are classified as a Pennsylvania resident for tuition purposes if you have a Pennsylvania domicile. Domicile is the place where you intend to and do permanently reside. Because the determination of whether you intend to reside indefinitely in Pennsylvania is subjective, documentary evidence, statements from disinterested persons, and the presumptions set forth below are considered:

- a) Continuous residence in Pennsylvania for a period of 12 months prior to registration as a student at an institution of higher education in Pennsylvania creates a presumption of domicile. A student is presumed not to be a domiciliary if she/he has resided for a shorter period before attending an institution of higher education, but the student may rebut this presumption by clear and convincing evidence.
- b) Students who are not United States citizens and have non-immigrant visas or lack a visa are presumed not to be domiciled in Pennsylvania, but they may rebut this presumption by clear and convincing evidence.
- c) A minor is presumed to have the domicile of her or his parents or guardian. The age of majority for establishing a domicile for tuition purposes is 22. However, a minor may prove financial emancipation and thereby prove Pennsylvania domicile through clear and convincing evidence.
- d) A United States government employee or a member of the armed forces who was domiciled in Pennsylvania immediately preceding entry into government service and who has continuously maintained Pennsylvania as her or his declared legal residence shall be presumed to have a Pennsylvania domicile. Nonresidents stationed in Pennsylvania for military service shall be deemed Pennsylvania residents.
- e) A student receiving a scholarship, loan or grant, dependent upon maintaining domicile in a state other than Pennsylvania is presumed to be domiciled in the state from which she/he is receiving financial aid.

A student may challenge her/his residence classification by submitting a written appeal to the controller. If the student is not satisfied, the decision may be appealed in writing to the Office of the Chancellor, State System of Higher Education, within 30 days. The decision of the Chancellor is considered final. The effective date of any reclassification resulting from the student's challenge is determined by the controller based on when the petition was filed. A student who changes domicile from Pennsylvania to another state must promptly give written notice to the University.

Senior Citizens Program

We offer a tuition waiver to senior citizens who are receiving Social Security retirement and are at least 62 years of age (or minimum age as defined by the Federal Social Security Administration). You may register for courses offered in the fall, spring, and summer sessions. You may either audit the class or take the class for credit. You will need to complete a Senior Citizen Tuition Waiver form at the Revenue Office requiring proof of benefits (copy of monthly check or statement from the Social Security Office). Since only tuition is waived, you are charged miscellaneous fees associated with the number of credits requested. For more informa-

tion about this program, contact the Center for Lifelong Learning at (717) 662-4244 or (800) 661-3640, or by sending a fax to 717-662-4120.

Sexual Harassment Policy

Harassment on the basis of sex is a violation of Title VII of the U.S. Civil Rights Act, Title IX of the Education Amendments of 1972, and of the Pennsylvania Human Relations Act. Because the University is committed to providing an environment where each person can learn and work to her or his fullest capacity, the university does not tolerate sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Sexual harassment occurs when:

- 1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or a student's academic status or treatment.
- 2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting such individual; or
- 3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

If you believe you have been a victim of sexual harassment, or if you have any questions about the university's policy, contact the Affirmative Action Office, Alumni Hall 112, or call (717) 662-4051. Existing affirmative action guidelines are used in processing complaints.

Transferring Credits

Mansfield may accept a maximum of twelve (12) credit hours in transfer from an accredited college/university. The final decision about course(s) accepted for transfer will be made during the candidacy process.

Undergraduate Taking Graduate Courses

An undergraduate student at Mansfield University may enroll in a graduate course (500 level) if the student is within 18 semester hours of having satisfied the requirements for the bachelor's degree (as certified by the Student Record's Office). Graduate courses may be applied toward an undergraduate degree upon approval of the "Request for Permission to Enroll in Graduate Courses" form available in the Graduate Office, North Hall and satisfactory completion of such courses. Graduate courses may count for graduate credit upon conferral of the bachelors degree if these credits raise the student's total above 128. This does not imply automatic admission into a Graduate Program.

The University Calendar

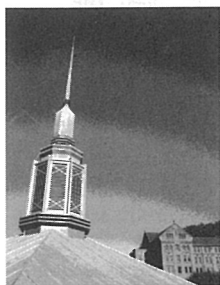
Our regular academic calendar consists of a fall semester that ends before Christmas and a spring semester that ends in early May. We also offer three summer sessions from May to August with a larger percentage of graduate courses being offered during the final six-week session (July and August).

Withdrawal From a Course

After the drop period, you may withdraw from a course until 4 p.m. the Friday of the ninth week of classes by obtaining a withdraw form from the Records Office, securing your instructor's signature, and returning the form to Records. A "W" will be recorded in the permanent record and will not be calculated in the quality point average (QPA).

Accreditation

The principal accrediting agencies for Mansfield University are: Middle States Association of Colleges and Secondary Schools, and the National Association of Schools of Music.



DEGREE PROGRAMS

The university reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations at any time when, in the judgement of the faculty, the President, and Council of Trustees, such changes are in the best interest of the students and the university. It is the student's responsibility to know the university requirements for graduation and those of his/her major.

To graduate from Mansfield University with a Master's degree, students must satisfy the following requirements:

1. Earn a minimum of *30 credit hours with a Thesis or 33 credit hours with a Research Project. Final program requirements are determined by each department.
2. Earn a minimum 3.0 cumulative quality point average (QPA).
3. Complete ALL course work with a C- grade or better.
4. Submission of any required creative project, research or thesis, completion of a comprehensive exam or presentation of a graduate recital or art exhibition.
5. Complete any additional requirements necessary due to deficiencies identified through the audition process or to combining teaching certification with a graduate degree.

**Exceptions are 31-34 SH for the Music degree program, and 46 SH for the Community-Clinical Psychology degree program.*

ART

Master of Education (M.Ed.) in Art Education

Dr. Harold R. Carter, Chairperson, Allen Hall, (717) 662-4500/4503

The Department of Art strives to have talented, dedicated, and self-motivated graduate students in art education who wish to acquire a more informed understanding of the nature of the teaching of art through academic and professional research, studio studies, and reflective thinking. The conceptual framework advocates a model of art education that encourages students to become teachers who are reflective decision-makers, basing their instruction on current trends in curriculum. "Teacher as reflective decision maker" refers to the ability of the teacher-to-be to make thoughtful decisions, to analyze rather than just observe, and to think critically in order to enhance and enrich the development of the learning process. An emphasis on research skills is particularly developed. The model for the reflective experience is a spiral that accommodates all students entering the graduate program in art education at different levels, providing a flexible selection of experiences to meet the needs of individual teachers. One may select experiences and courses according to specific interests.

The M.Ed. in Art Education is intended to balance academic and studio studies with an emphasis on research which concludes with each individual submitting a visual portfolio and a research paper or thesis which explores a certain aspect of art education. The program encourages a broad interpretation of the concept of art education, that encompasses the role of art in people's lives at all ages, and the value of art to society and to all aspects of education.

Admission Requirements

Students must apply and be accepted to the Graduate School. After acceptance, students must contact the Art Department for a personal and portfolio interview with the Art faculty. An undergraduate degree is required. Candidates with an undergraduate degree in another discipline will be considered if sufficient art, design, and art history course work can be documented. Deficiency in any studio course must be completed at the undergraduate level. Students who have not had student teaching in art at the undergraduate level must take ARE 400 - Student Teaching. The Art Department has flexible criteria for candidates who may not have a strong portfolio. The department encourages everyone who is interested in teaching in the discipline of art. The candidates will be advised of any weaknesses in the studio visual elements. After the completion of twelve graduate credits hours, students must apply for degree candidacy. Graduate art students are encouraged to participate in Student Art Shows and other exhibitions both local and regional. A graduate degree candidate must have an exhibition of creative work completed in the program. (All artwork must be evaluated by the Art faculty prior to showing). The graduate student must complete the six credits required in Methods and Materials of Research and Current Trends in Art Education (I.A. see The Professional Studies Components Sheet). Three credits are required from the Foundation of Education Courses (I.B.). The graduate student may select six more credits from eight courses relating to education, art education at various grade levels, administration of art programs, aesthetic theory application, and art and

the special child (I.C.) To prepare for teaching as an artist-teacher, the graduate student must take 9-15 credits of studio art and art history courses. After advisement, the graduate student selects six credits in an allied field in partial fulfillment of this requirement (II.A.B.C.D.). The M.Ed. in Art Education candidate must complete a minimum of 30 credit hours of approved study plus 3 credit hours for a research paper or 6 credit hours for a thesis. The graduate student must meet with a graduate advisor on a Research/Thesis project theme and title. Candidates are to pick a graduate committee to recommend and assist with their research paper or thesis.

RESEARCH PAPER AND THESIS:

1. Research paper's rough draft or thesis proposal should be submitted to the committee by MID-SEMESTER.
 - A. Review of rough draft with student, two weeks later.
2. Final paper submitted to committee FOUR WEEKS BEFORE FINAL EXAM.
3. Oral presentation ONE WEEK BEFORE FINAL.
4. Three signed copies are delivered to the Library by student for binding.

IMMEDIATELY UPON COMPLETION OF ORAL:

No grade can be submitted until all of the above is completed. A hard book copy of research must be given to the following:

1. North Hall Library
2. Art Department
3. Student copy
4. Statement to Graduate Associate Provost of completion of program.
5. Graduation

I. BASIC REQUIREMENTS

CREDITS

A. 6 credits required		
ED 500	Methods and Materials of Research	3
ARE 536	Current Trends in Art Education	3
B. 3 credits required		
ED 531	Social Foundations of Education	3
ED 532	Historical Foundations of Education	3
ED 533	Philosophical Foundations of Education	3
C. Minimum of 6 credits required		
ARE 531	Art Education in the Elementary Curriculum	3
ARE 532	Art Education in the Secondary Curriculum	3
ARE 533	Administration & Supervision in Art Education	3
ARE 534	Application of Aesthetic Theory	3
ARE 535	Art and the Exceptional Child	3

II. 9-15 CREDITS FROM A, B AND/OR C

A. ART STUDIO – Maximum of 9 credits in any one of the following:

ART 510	Drawing	3
ART 511	Painting	3
ART 512	Crafts	3
ART 513	Waterbase Media	3
ART 514	Printmaking	3
ART 515	Ceramics	3
ART 516	Metal Craft	3
ART 517	Fibers	3
ART 518	Photography	3
ART 519	Sculpture	3
ART 521	Marionettes & Puppetry	3

B. ART HISTORY

ARH 501	Cultural Origins of Art	3
ARH 502	Art of the Far East	3
ARH 503	Art of the 15th and 16th Centuries	3
ARH 504	Major Trends in Art of the 17th & 18th Centuries	3
ARH 505	Major Trends in Modern Art	3
ARH 506	History of African/American Art. Art	3
ARH 507	Empires of the World	3
ARH 508	Art & Myth Ancient Greece	3
ARH 509	Women in Art	3
ARH 520	Native Arts of the Americas	3
ARH 527	Major Trends in Architecture	3
ARH 528	Major Trends in American Art	3
ARH 529	Major Trends in the Graphic Arts	3

C. ALLIED ELECTIVES

A maximum of 6 semester hours may be elected in graduate courses outside the field of specialization. Final selection of courses will be determined in consultation with your advisor.

D. PRESENTATION/EXHIBITION

ART 520	Graduate Art Seminar	1
ART 595	Special Projects	1-6
ART 597	Art Presentation/Exhibition	3

III. THESIS OR RESEARCH, 3 OR 6 S.H. REQUIRED

ARE 598	Research Project	3
ARE 599	Thesis	6

COMMUNITY-CLINICAL PSYCHOLOGY

Master of Arts (M.A.) in Community-Clinical Psychology

Dr. Peter A. Keller, Chairperson, South Hall, (717) 662-4772

The Community-Clinical Psychology program offers qualified candidates a terminal, applied program in community-clinical psychology. Emphasis is placed upon rural mental health needs. The curriculum includes training in psychological assessment methods, behavior change methods, and other areas of community psychology and mental health practice. A minimum of 46 credits is required and must be completed within four calendar years from the date of the first graduate course. Program application forms and a booklet describing current program requirements in detail are available from the Psychology Department. All applicants should contact the department to obtain these materials.

Admission

You will be admitted to on-campus psychology graduate courses only if you have been accepted for graduate study by the department or have received prior approval of instructors. Formal admissions are made only for the fall semester. You should submit all credentials and application forms required by the department no later than March 15. You must submit GRE general test scores. The subject test scores are optional. Applications from students who were not psychology majors will be considered, but all applicants must have completed undergraduate courses in general psychology and statistics. Additional courses in psychological methods, learning, personality theory, developmental psychology, tests and measurements, and abnormal psychology are strongly recommended.

I. CORE COURSES

PSY 502 Personality and Behavior Pathology	3
PSY 504 Research Methods	3

II. EVALUATION METHODOLOGY SEQUENCE

PSY 531 Individual Cognitive and Social Assessment	3
PSY 532 Assessment of Personality/Human Interaction	3
PSY 533 Community Program Evaluation	3

III. BEHAVIOR CHANGE METHODOLOGY SEQUENCE

PSY 540 Individual Methods of Behavior Change	3
PSY 541 Group Methods of Behavior Change	3
PSY 542 Methods of Prevention and Community Change	3

IV. OTHER REQUIREMENTS

PSY 551 Professional Psychology in the Rural Community	3
PSY 554 Professional Psychology and Ethics Seminar	1

*Other courses may be required. Advisors will help choose electives.
Students may elect additional credits to complete an optional thesis.*

Internship

A student intern normally works under the supervision of a qualified psychologist in a rural community mental health facility. The nine-credit internship is typically undertaken after completing one full year of graduate course work on campus. Candidates are required to complete at least 1000 hours of internship experience. Following the internship, candidates return to campus for the remainder of their course work.

Examinations

Candidates must pass three examinations or papers. The qualifying examination requires the student's written review of critical issues related to the program and must be taken before the completion of 15 graduate credits. The comprehensive paper and clinical competency review are completed during the final semester and must be passed before being recommended for the degree. Candidates are also evaluated on the basis of the professional ethical standards of psychologists.

EDUCATION

Master of Science (M.S.), Education

Dr. Robert Putt, Chairperson, Retan Center, (717) 662-4560

Upon admission to graduate studies, candidates are assigned an appropriate member of the Education Department graduate faculty to serve as an advisor. Together, the graduate advisor and student select courses that will advance the student's professional development. When the student advances to graduate candidacy, a projected program of studies is submitted to the graduate school. Subsequent changes to that program must be approved by the graduate advisor. Toward the end of the candidate's program of studies, the graduate advisor assists in the selection of an oral examination committee and preparing a written research project.

Admission Requirements

All students desiring to do graduate work in the Education Department must complete an interview with the Department Chairperson or his/her designee. When a student has an undergraduate QPA of 3.0 or above, the chairperson will assign an advisor. The student will apply for candidacy immediately following the interview if that student wishes to obtain a graduate degree in education. When a student has less than a 3.0 QPA, the student will interview and be advised that he/she must achieve at least a 3.0 QPA at the completion of 9 graduate credits at Mansfield University. If the 3.0 QPA is achieved at the end of 9 credits, the student will then apply for candidacy in a graduate degree program. If the 3.0 QPA is not achieved at the completion of the first semester of study, the student will be considered to be a non-degree student.

All students applying for graduate study in the Education Department must submit three written professional recommendations at the time they apply to begin graduate study in the Education Department. These recommendations should be submitted to the Graduate Office at the time of application.

COMMON CORE - 15 SH REQUIRED

I. RESEARCH

ED 500 Methods and Materials of Research 3

II. CURRICULUM

ED 554 Curriculum: Principles and Contemporary Thought
(*A multi-cultural course*) 3

III. SUPERVISION

ED 596 Supervision: Principles and Current Practices
(*A multi-cultural course*) 3

IV. FOUNDATIONS OF EDUCATION (3 SH REQUIRED)

ED 531 Social Foundations of Education 3

ED 532 Historical Foundations of Education 3

ED 533 Philosophical Foundations of Education 3

V. EXCEPTIONAL LEARNER IN SOCIETY (3 SH REQUIRED)

SPE 501 Psychology of Exceptional Children 3

SPE 504 Guidance for Exceptional Children 3

SPE 509 Early Childhood Special Education 3

SPE 530 Seminar on Cultural Diversity in Special Education 3

SPE 540 Behavior Disorders 3

SPE 560 Problems in Special Education 3

SPE 590 Learning Disabilities 3

VI. THESIS OR NON-THESIS (OPTIONAL)

THESIS (OPTIONAL) - 6 SH

Candidate must have completed ED 500, 9 credit hours in teaching specialization courses and consulted with an advisor when selecting this option. It is expected that the thesis would be in the subject area of specialization. The thesis option is not available to those seeking certification as a Reading Specialist.

NON-THESIS ELECTIVES (OPTIONAL) - 3 SH

Candidates must consult with their advisor prior to the selection of an elective course.

Area of Specialization or Added Certification

Candidates must complete fifteen credits in courses that would enhance their teaching specialization or select an additional program of study leading to added certification. Candidates may also work with their advisor to develop a specialization designed to meet their unique needs.

Microcomputer Specialization

This program is designed for the classroom teacher, school administrator, and other education professionals. While no prior experience with computers is required for any of the Computers-in-Education courses, candidates should take ED 580 as early as possible in the program. ED 541 Selected Topics may be used for individual projects and research in the field. The following courses are required:

ED 580 Computers in Education: An Introduction	3
ED 581 Computers in Education - Logo	3
ED 582 Computers in Education - Methods and Materials	3
ED 583 Computers in Education - Current Applications	3
ED 584 Computers in Education - Workshop	3

Reading Specialist Certification (K-12)

Candidates may wish to extend their undergraduate preparation in Elementary Education to include certification as a Reading Specialist (K-12). Graduate credits completed for this program of study may be applied toward a masters degree program. The professional knowledge gained will enhance the teaching skills of classroom teachers and lead to certification (see Reading Specialist Certification).

ELEMENTARY EDUCATION

Master of Education (M.Ed), Elementary Education

Dr. Robert Putt, Chairperson, Retan Center, (717) 662-4560

The Elementary Education is designed to enable students to develop a strong background in the subject areas of the elementary school. Candidates with an undergraduate degree in elementary education may wish to extend their preparation to include certification as a Reading Specialist. In addition, they may also select Microcomputers or build a specialization related to upgrading their teaching skills.

Admission Requirements

All students desiring to do graduate work in the Education Department must complete an interview with the Department Chairperson or his/her designee. When a student has an undergraduate QPA of 3.0 or above, the chairperson will assign an advisor, and the student will apply for candidacy immediately following the interview if that student wishes to obtain a graduate degree in Elementary Education. When a student has less than a 3.0 QPA, the student will interview and be advised that he/she must achieve at least a 3.0 QPA at the completion of nine graduate credits at Mansfield University. If the 3.0 QPA is not achieved at the completion of nine credits, the student can continue to take graduate classes but can not become a candidate for a graduate degree in Elementary Education at

Mansfield University. All students applying for graduate study in the Education Department must submit three written professional recommendations at the time they apply to begin graduate study in the Education Department. These recommendations should be submitted to the Graduate Office at the time of application.

COMMON CORE - 12 SH

I. RESEARCH

ED 500 Methods and Materials of Research 3

II. CURRICULUM

ED 554 Curriculum: Principles and Contemporary Thought
(*A multi-cultural course*) 3

III. SUPERVISION

ED 596 Supervision: Principles and Current Practices
(*A multi-cultural course*) 3

IV. EXCEPTIONAL LEARNER IN SOCIETY (3 SH REQUIRED)

SPE 501 Psychology of Exceptional Children 3
SPE 504 Guidance for Exceptional Children 3
SPE 509 Early Childhood Special Education 3
PE 530 Seminar on Cultural Diversity in Special Education 3
SPE 540 Behavior Disorders 3
SPE 560 Problems in Special Education 3
SPE 590 Learning Disabilities 3

THESIS (OPTIONAL) - 3 SH

Candidates must have completed ED 500 and consulted with an advisor when selecting this option. The thesis will be written in elementary education and will be available only to those pursuing that emphasis.

Area of Specialization or Added Certification

When applying for candidacy students will select one of the following options. A program of study will then be developed by the students advisor.

Elementary Education Emphasis

To add to their undergraduate preparation in elementary education, candidates will take 21 semester hours of graduate course work in elementary education or related fields.

Initial or Added Certification

Candidates with undergraduate preparation in disciplines other than elementary education may wish to pursue an initial or added certification program in elementary education at the graduate level. Together, the graduate advisor and university certification officer will develop the selected program. Additional work beyond the minimum may be required.

Microcomputer Specialization

This program is designed for the classroom teacher, school administrator, and other education professionals. While no prior experience with computers is required for any of the Computers-in-Education courses, candidates should take ED 580 as early as possible in the program. Ed 541 Selected Topics may be used for individual projects and research in the field.

The following courses are required:

ED 580 Computers in Education - An Introduction	3
ED 581 Computers in Education - LOGO	3
ED 582 Computers in Education - Methods and Materials	3
ED 583 Computers in Education - Current Applications	3
ED 584 Computers in Education - Workshop	3

Reading Specialist Certification

Candidates may wish to extend their undergraduate preparation in Elementary Education to include certification as a Reading Specialist (K-12). Graduate credits completed for this program of study may be applied toward a master degree program. The professional knowledge gained will enhance the teaching skills of classroom teachers and lead to certification (see Reading Specialist Certification).

MUSIC

Master of Music (M.M.), Music Education

Dr. Joseph Murphy, Chairperson, Butler Center, (717) 662-4710

The Music Education program is designed specifically to meet the needs of music teachers who wish to strengthen their knowledge, understanding and skills in the disciplines of music and music education. Prior music teaching experience is advisable, but not required. Students may pursue this degree concomitantly with seeking certification to teach music in the public schools. A maximum of 9 credit hours may be accepted in transfer from a NASM accredited master's degree program.

Admission Requirements

Students with less than a 3.0 undergraduate QPA desiring to do graduate work in the Music Department must submit GRE or MAT test scores to the Music Department in order to be considered for admission. Students must also meet all requirements set by the Graduate Studies Department for acceptance to the Mansfield University Graduate program. The Music Department also requires an audition for all prospective graduate students.

Candidacy

In addition to meeting the general candidacy requirements, students must successfully complete MU 500, Methods and Materials of Research, and have passed an audition in their major performing area at the graduate level.

Music Education

MU 500 Methods and Materials of Research	3
MU 540 History and Philosophy of Music Education	3
MU 543 Seminar in Music Education	3
MU 550 or 551 Advanced Conducting	3
Applied Music (major instrument or voice)	4
MU 529 Seminar in Music Literature	3
MU 510 Form and Analysis	3
Music History-Literature, Theory, or Music Education Elective	3
Thesis	0-6
Free Electives**	0-3
Music Electives**	0-6

***A maximum of 2 semester hours in MEN and/or MAP may be applied toward degree requirements.*

Oral Examination

During the final semester of study, a comprehensive oral examination must be passed (see Oral Examination for details).

Recital

During the final six hours of graduate study, the student may choose to give a formal recital in the primary performing medium. Approval to give a recital should be secured from the Music Department graduate faculty as soon as possible following admission to candidacy. One month before the date of the recital, approval for public performance must be granted by a jury of the graduate faculty.

SPECIAL EDUCATION

Master of Education (M.Ed), Special Education

Dr. Ronald Straub, Chairperson, Retan Center, (717) 662-4796

The Special Education program provides a professional special educator with advanced specialization and training. Emphasis is on education of mentally and physically disabled children with related course concentrations in learning disabilities, mental retardation, communication disorders, early childhood education, gifted and talented children, cultural diversity, and children with

behavioral/emotional disturbance. The program is competency based and reflects the cross-categorical trend in special education. It has a diagnostic/prescriptive teaching base and is designed to develop generic teaching competencies for working with mentally and physically disabled children in various educational settings. Graduates are prepared for such positions as: 1) Diagnostic and prescriptive teachers; 2) Consultative/collaborative specialists; 3) Supervisors and curriculum coordinators for special education programs; 4) Educational consultants for exceptional children. It is the design of the program to enhance leadership skills in the practice of humanistic behavior change. The program is approved to offer teacher certification in the education of mentally/physically disabled children.

Curriculum Requirements

A minimum of 30 credits of graduate work plus 6 credits for the thesis or 33 credits in the non-thesis program will be completed according to the following divisions.

IMPORTANT NOTES:

1. Those without special Education certification will be required to complete undergraduate deficiency credits prior to candidacy in order to achieve this certification.
2. Those electing the non-thesis option must complete a non-credit departmental research paper as approved and supervised by their graduate advisor (committee chairperson).
3. For those in Special Education (M.Ed.) Program, prior approval from the department is required before enrolling in specific graduate courses.
4. Degree seeking candidates are required to begin the process of application for candidacy within completion of 6 to 15 semester hours of course work.
5. A written comprehensive exam and an oral comprehensive exam is a requirement for the M.Ed. degree.
6. 33 credits are required for the non-thesis option.
36 total credits (including 6 for the thesis) for the thesis option.

Students with an Undergraduate Degree in Special Education

I. EDUCATION FOUNDATIONS (6 SH REQUIRED)

Typically courses that provide knowledge applicable to all areas of education

*ED 500 Methods and Materials of Research

Examples of foundation courses:

ED 554	Curriculum: Principles of Contemporary Thought	3
PSY 503	Human Development	3
ELE 550	Advanced Child Growth and Development	3

II. SPECIAL EDUCATION FOUNDATIONS (15 SH REQUIRED)

*SPE 502	Administration and Supervision of Special Education	3
*SPE 503	Psycho-Educational Diagnostics	3
*SPE 530	Seminar in Cultural Diversity in Special Education	3

*SPE 542 Seminar on Behavior Management	3
*SPE 550 Advanced Curriculum Development	3

III. SPECIAL EDUCATION RELATED TOPICS (12 S.H. REQUIRED, A MINIMUM OF 6 CREDITS IN SPE)

Under departmental advisement and according to student need, these open competency electives may be chosen from the areas of Special Education, Elementary and Secondary Education, Criminal Justice, and Psychology.

Examples of Suggested Courses:

SPE 504	Guidance for Exceptional Persons	3
SPE 507	Career Education Seminar	3
SPE 560	Problems in Special Education (Selected Topics)	3
SPE 565	Microcomputers in Special Education	3
SPE 577	Seminar on Adult Disabled	3
SPE 580-85	Special Education Workshops	3
SPE 592	Learning Problems in Adults	3
SPE 595	Special Projects	1-6
SPE 597	Independent Study	3
SPE 598	Research Project	3
SPE 599	Thesis	6
ELE 523	Foundations of Reading Instruction	3
ELE 524	Diagnosis of Reading Difficulties	3
ELE 528	Developmental and Remedial Reading in the Middle and Secondary School	3
ELE 529	Remediation of Reading Difficulties	3
PSY 502	Personality and Behavior Pathology	3
SOC 530	Sociology of Deviant Behavior	3

**Required courses*

Students with an Undergraduate Degree in Education (other than Special Education)

I. EDUCATION FOUNDATION (6 S.H. REQUIRED)

Typically courses that provide knowledge applicable to all areas of education

* ED 500	Methods and Materials of Research	3
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Examples of foundation courses:

ED 554	Curriculum: Principles and Contemporary Thought	3
PSY 503	Human Development	3
ELE 550	Advanced Child Growth and Development	3

II. SPECIAL EDUCATION FOUNDATIONS (18 S.H. REQUIRED)

**SPE 501	Psychology of Exceptional children or equivalent	3
*SPE 503	Psycho-Educational Diagnostics	3
*SPE 530	Seminar on Cultural Diversity in Special Education	3
*SPE 542	Seminar on Behavior Management	3
*SPE 550	Advanced Curriculum Development in Special Education	3
*SPE 570	Clinical Practicum	3

III. SPECIAL EDUCATION TOPICS (9 S.H. REQUIRED)

*SPE 505	Mental Retardation	3
*SPE 540	Behavior Disorders	3
*SPE 590	Learning Disabilities	3

Required Courses

"If satisfied, candidate has an additional 3 credits towards a degree-related elective.

Examples of Suggested Courses:

SPE 507	Career Education Seminar	3
SPE 560	Problems in Special Education	3
SPE 565	Microcomputers in Special Education	3
SPE 599	Thesis	6
ELE 523	Foundations of Reading Instruction	3
ELE 524	Diagnosis of Reading difficulties	3
ELE 528	Developmental and Remedial Reading in the Middle and Secondary School	3
ELE 529	Remediation of Reading Difficulties	3
PSY 502	Personality and Behavior Pathology	3
SOC 530	Sociology of Deviant Behavior	3

Students with an Undergraduate Degree in any Non-Education Area

I. EDUCATION FOUNDATION (6 S.H. REQUIRED)

ED 500	Methods and Materials of Research	3
ED 532	Historical Foundations of Education	3

II. SPECIAL EDUCATION FOUNDATIONS (18 S.H. REQUIRED)

SPE 501	Psychology of Exceptional Children	3
SPE 503	Psycho-Educational Diagnostics	3
SPE 530	Seminar on Cultural Diversity in Special Education	3
SPE 542	Seminar on Behavior Management	3
SPE 550	Advanced Curriculum Development in Special Education	3
SPE 570	Clinical Practicum	3

III. SPECIAL EDUCATION TOPICS (9 S.H. REQUIRED)

SPE 505	Mental Retardation	3
SPE 540	Behavior Disorders	3
SPE 590	Learning Disabilities	3

Candidacy

A student must have an overall graduate QPA of 3.0 and recommendations from graduate faculty. The following guidelines apply to standardized tests:

1. The M.Ed., Special Education applicant must take, prior to admission, a standardized admissions examination (M.A.T., G.R.E.) if the applicant's overall undergraduate GPA is less than 3.0.
2. Students must score at least at the 50th percentile. You may take the test

twice, if necessary. If you score below this level, you must have an interview with the department graduate faculty members.

3. If a Special Education certification is desired, the student must remove undergraduate deficiencies to apply for a certificate upon completion of the M.Ed. program.

Degree Completion:

1. Each candidate must successfully complete a written and an oral comprehensive examination.
2. Candidates choosing the non-thesis option must complete a departmental paper on a topic approved in conjunction with their faculty advisor.
3. The candidate is to notify the Special Education Department and the Graduate Office by the first week of the semester that they intend to graduate.

READING SPECIALIST CERTIFICATION

Dr. Craig Cleland, Retan Center, (717) 662-4563

Dr. Robert Putt, Retan Center, (717) 662-4560

Mansfield University offers a 21 credit hour sequence of courses leading to recommendation to the state of Pennsylvania for K-12 added certification as a reading specialist. With careful graduate advisement, the 21 credit hour sequence can be applied to a minimum 33 credit hour master's degree program (see section describing M.Ed., Elementary Education degree and/or M.S., Education degree). It may be possible to transfer a maximum of six semester hours into the program.

Reading specialists perform a wide variety of roles in both public and private settings. Many reading specialists work as diagnostic-prescriptive teachers, offer in-classroom assistance for readers experiencing difficulties, and/or serve as resource consultants to school faculties. The courses in the Mansfield University sequence are designed to prepare students for such a wide variety of professional settings and responsibilities.

Recommended Sequence:

ELE 523	Foundations of Reading Instruction	3
ELE 528	Developmental & Remedial Reading in Middle and Secondary Schools	3
ELE 524	Diagnosis of Reading Difficulties	3
ELE 529	Remediation of Reading Difficulties	3
ELE 530	Reading and Study Practicum (Elementary)	3
ELE 531	Reading and Study Practicum (Middle and Secondary Schools)	3
	Reading Related Elective (by advisement)	3

SUPERVISOR I CERTIFICATE

The Supervisor I Certificate is required for all Pennsylvania elementary and secondary school personnel (other than those who hold Administrative Certificates) whose function is to supervise and evaluate the work of classroom teachers. This includes department chairpersons and heads of curriculum areas. Program applicants must have a Master's degree with an emphasis in the subject matter field or educational specialist area in which they are seeking certification. The Supervisor I Certificate is offered with a specialty in the following areas:

Elementary Education
Secondary Education
Special Education

ELEMENTARY*/SECONDARY EDUCATION: SUPERVISION CORE (9 SEMESTER HOURS)

ED 600	Interdisciplinary General School Supervision	3
ED 596	Supervision: Principles and Current Practices (Replaces ELE 593 or ED 591 requirement)	3
ED 554	Curriculum: Principles and Contemporary Thought	

SPECIALTY CORE (6 SEMESTER HOURS)

ED 590	Introduction to Educational Administration	3
ED 540	School Law	3
ELE 593	Supervision/Improvement of Instruction	3

INTERNSHIP AND SEMINAR (6 SEMESTER HOURS)

ED 602	Internship in School Supervision	3
ED 601	Critical Topics Seminar for Supervisors	3

**N.B. All graduate students must have at least one graduate level course in each of the following: science education, social studies education, math education, reading and child development before completing the requirements for the Supervisor I Certificate with a specialty in Elementary Education.*

SPECIAL EDUCATION SUPERVISION CORE (3 SEMESTER HOURS)

ED 600	Interdisciplinary General School Supervision (3 S.H.)	
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++ SPECIALTY CORE (12 SEMESTER HOURS REQUIRED)

ED 540	School Law	3
SPE 502	Administration & Supervision of Special Education	3
SPE 503	Psycho-Educational Diagnostics	3
SPE 550	Advanced Curriculum Development in Special Education	3
Electives - 3 Semester Hours required		
ED 593	Supervision of Student Teaching	3
*SPE 560	Problems in Special Education	3
<i>Other courses deemed appropriate by advisement</i>		

INTERNSHIP AND SEMINAR (6 SEMESTER HOURS)

ED 601 Seminar on Critical Topics for Supervisors

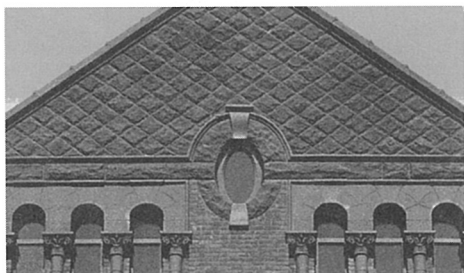
2-3 S.H.++

ED 602 Internship in School Supervision++

++ *Post-Masters only*

DEPARTMENTAL ADVISEMENT

1. Graduate students interested in the special education post-masters certification program should first see the department chairperson in Retan Center, Room 213.
2. An advisory professor will be assigned to review specific requirements, help formalize admission, and set up a schedule of courses to be taken.
3. Appropriate advisement will continue through the completion of the supervisory certification program.



COURSE DESCRIPTIONS

ART

ART EDUCATION

ARE 531 ART EDUCATION IN THE ELEMENTARY CURRICULUM - 3 CREDITS

A survey of programs in the elementary schools. An investigation of vibrant and imaginative strategies of teaching with emphasis on revitalizing the elementary art curriculum to meet the needs of today's children.

ARE 532 ART EDUCATION IN THE SECONDARY CURRICULUM - 3 CREDITS

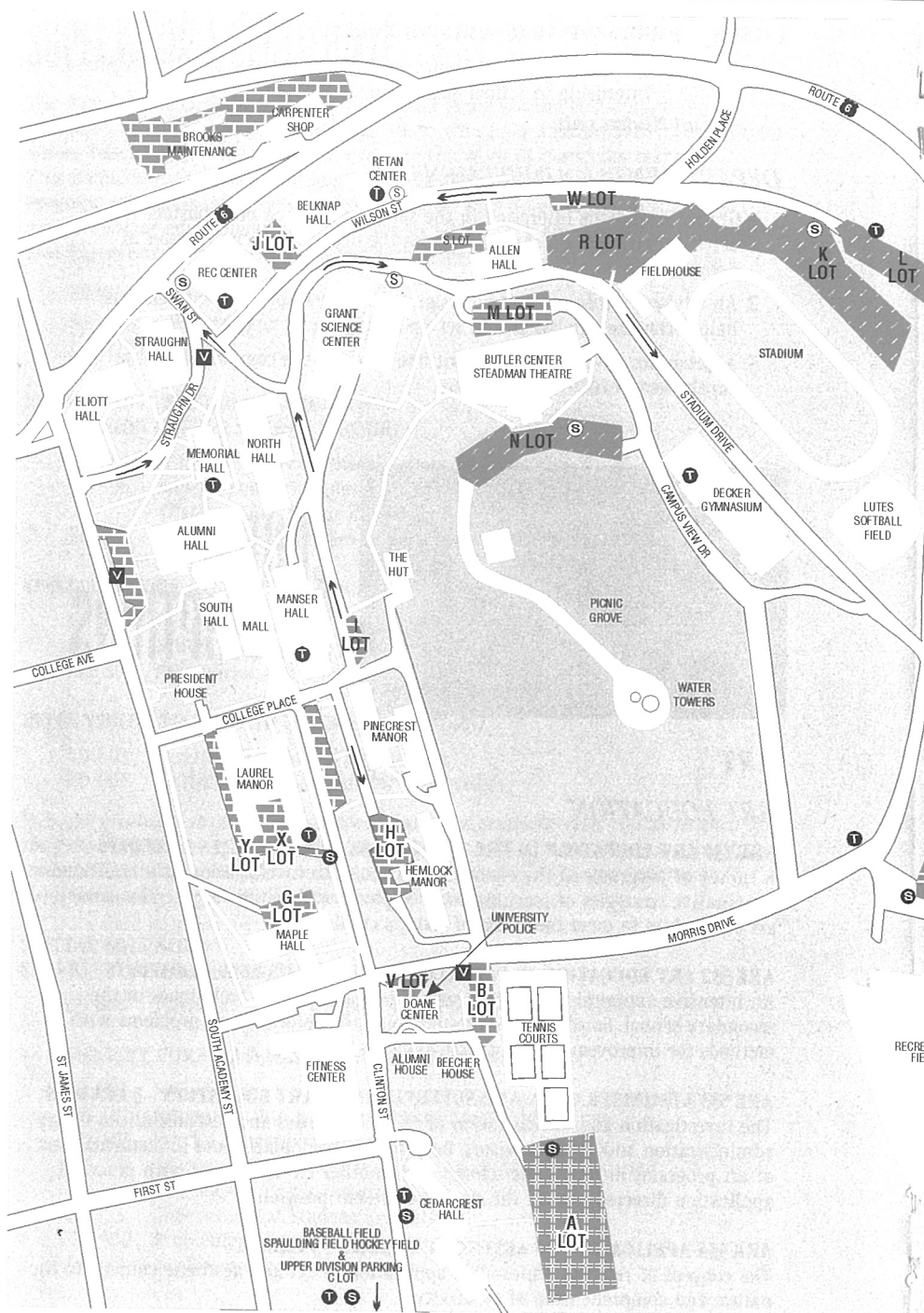
An intensive appraisal of teaching strategies, methods and techniques in the secondary school. Emphasis on investigation and exploration of problems with methods for improvement and practical change.

ARE 533 ADMINISTRATION AND SUPERVISION OF ART EDUCATION - 3 CREDITS

The investigation and identification of the roles, duties and responsibilities of art administration and art supervisors. Review the development and implementations of art programs in the public schools and in other environments with practical application directed toward the student's present position.

ARE 534 APPLICATION OF AESTHETIC THEORY - 3 CREDITS

The concept of relating philosophic application of art and aesthetic content to the nature and comprehension of creativity.



MANSFIELD UNIVERSITY

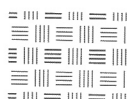


CAMPUS MAP

- T** Public Telephone (911 service)
- S** Shuttle Stop 8:00 pm to 10:30 pm
- S** Shuttle Stop 8:00 pm to Midnight

PARKING

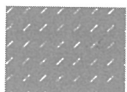
- V** Visitors



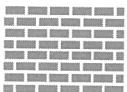
Lower Division
Resident Students



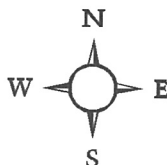
Upper Division
Resident Students



Commuter Students



Employees
(also Straughn Dr,
Wilson St, Stadium Dr
and Clinton St)



ARE 535 ART AND THE SPECIAL CHILD - 3 CREDITS

An exploration of types of characteristics of children who are special: either gifted, physically handicapped, emotionally disturbed, or culturally deprived, and strategies for art experiences with these children.

ARE 536 CURRENT TRENDS IN ART EDUCATION - 3 CREDITS

Exploration and discussion of materials, processes, and philosophies in art education; experimentation with materials as well as discussion of current publications and research.

ARE 598 RESEARCH - 3 CREDITS; ARE 599 THESIS - 6 CREDITS

After completion of all required course work the candidate for the M.Ed. in Art will submit a proposal to his advisor for a research topic. The candidate will complete a written scholarly document for presentation to the graduate committee.

ART HISTORY

ARH 501 CULTURAL ORIGINS OF ART - 3 CREDITS

A travel-study seminar abroad visiting various countries around the world. The course is planned as an intensive study of the humanities and cultures from which various art styles emerged. Lectures will be conducted throughout the tour by the director.

ARH 502 ART OF THE FAR EAST - 3 CREDITS

Introduction and some in-depth study of Eastern Art. Cultural areas and arts covered are: India, China and Japan. Method of teaching involves reading, lectures, discussions, museum visits, films, a research and a specialized topic and an oral report on the topic. Students are encouraged to investigate resources, art monuments, collections, objects and philosophy.

ARH 503 ART OF THE 15TH AND 16TH CENTURIES - 3 CREDITS

The study of architecture, sculpture and painting in Italy, Flanders, Germany, France and Spain of the 15th and 16th centuries, emphasizing the characteristics and influences of the Renaissance and Post-Renaissance periods.

ARH 504 MAJOR TRENDS IN ART OF THE 17TH AND 18TH CENTURIES - 3 CREDITS

A comprehensive study of major contributions of European art and architecture during the seventeenth and eighteenth centuries.

ARH 505 MAJOR TRENDS IN MODERN ART - 3 CREDITS

A study of the major movements in modern art since the late nineteenth century, with analysis of techniques and concepts in their historical context; close attention to the characteristics and significance of the work of leading figures and the movements considered.

ARH 506 HISTORY OF AFRICAN-AMERICAN ART - 3 CREDITS

An investigation of contemporary African-American artists and their contributions to American society. An in-depth look into African-American history and its effect on art today.

ARH 507 – EMPIRES OF THE WORLD THROUGH ART – 3 CREDITS

A study of how the art and architecture of various empires were used as images of power and political statement. The Roman, Byzantine, Holy Roman, Ottoman, Russian, and British Empires will be examined.

ARH 508 – ART AND MYTHOLOGY OF ANCIENT GREECE – 3 CREDITS

A study of the relationship between art and mythology in ancient Greece from the Bronze Age through the Classical and Hellenistic periods.

ARH 509 – WOMEN IN ART – 3 CREDITS

A study of the accomplishments and contributions of women in art and architecture from antiquity to the twentieth century. Women as subjects in art will also be examined, with emphasis on the cultural and artistic milieu in which they are represented.

ARH 520 – NATIVE ARTS OF THE AMERICAS – 3 CREDITS

A comprehensive study of the art and architecture of the traditional Native Americas, with emphasis on regional styles and cultural interpretation.

ARH 527 MAJOR TRENDS IN ARCHITECTURE – 3 CREDITS

Comprehensive study of the history of monumental buildings. Cultural trends, historical innovations, and individual contributions will be examined.

ARH 528 – MAJOR TRENDS IN AMERICAN ART – 3 CREDITS

A study of the major trends in the art and architecture of the United States from the colonial period to the present.

ARH 529 – MAJOR TRENDS IN THE GRAPHIC ARTS – 3 CREDITS

A comprehensive study of the Graphic Arts, with emphasis on the traditional printmaking processes of relief, intaglio, lithography, and serigraphy.

ART STUDIO

ART 510 DRAWING – 3 CREDITS

An opportunity for the serious drawing student to translate original responses into visual statements that are inventive and personal. Investigations and explorations aimed at developing individual skill, vision and organizational concepts. Awareness of current tastes in the art of drawing will be considered. Stress on dialogue between teacher and student plus group interaction.

ART 511 PAINTING – 3 CREDITS

The student is expected to concentrate either on advancing skills in media with which he or she already has some depth of experience, or to pursue experiments in unfamiliar media to increase the breadth of his knowledge.

ART 512 CRAFTS – 3 CREDITS

Development and experimentation in basic and specialized area of the crafts. Students will research and explore various techniques, processes and materials to gain an in-depth skill and knowledge in specific crafts. Media will include: wood, metal, plastic, paper, fibers and natural material as well as synthetic material.

ART 513 WATERBASE MEDIA - 3 CREDITS

An in-depth study of transparent watercolor techniques and acrylic polymer techniques. Studio explorations will constitute the major portion of the course.

ART 514 PRINTMAKING - 3 CREDITS

An exploration into the printmaking processes of woodcut, lithography, serigraphy, calligraphy, etching and engraving with emphasis on their use for creative expression.

ART 515 CERAMICS - 3 CREDITS

An advanced studio course for the art teacher interested in bringing the importance of ceramics (past and modern world) to his or her students.

ART 516 METALCRAFT - 3 CREDITS

A studio course in applied metal design and advanced techniques in metalcraft. Project assignment will be based on student's prior experience and interests in metal. Students will be exposed to a wide variety of methods of manipulating and fabricating metal forms. Student exposure will also include various methods of casting metal.

ART 517 FIBERS - 3 CREDITS

The creative application of the principles and elements of design and color theory to fibers and fabrics. Techniques may include weaving, rug making, dyeing processes, basketry, macrame, crochet and lace making.

ART 518 PHOTOGRAPHY - 3 CREDITS

An advanced course dealing with using photographic techniques in both traditional and experimental areas of photography. The course is designed for those teachers with photography experience who wish to develop photographic areas of study in their classroom.

ART 519 SCULPTURE - 3 CREDITS

A studio course in three dimensional concepts and advanced techniques in sculpture. Project assignment will be based on student experience and interests in sculptured forms. Students will have the opportunity to work additively or subtractively in wood, stone, metal and to receive exposure to foundry casting.

ART 520 GRADUATE ART SEMINAR - 1 CREDIT

A seminar course relevant to the needs of a practicing artist. Students will be introduced to methods of seeking and gathering information pertinent to his/her studio specialty and geographic region. Each student will be required to develop a resource notebook that will assist them throughout their productive years as an artist.

ART 521 MARIONETTES AND PUPPETRY - 3 CREDITS

The design and construction of individual marionettes and puppets, and the development of manipulative skills, are part of this course. The major emphasis is placed upon the overall production techniques. Considerable attention is given to the design and production of scenery, properties, lighting, and audio effects. Experiences range from small group to full stage production and TV performance. Prerequisite: Experience or course work in arts and crafts studio procedures, or by permission of instructor.

ART 565 COMPUTER GRAPHICS - 3 CREDITS

Hands-on training in educational and graphic applications for teaching. A comprehensive survey of advanced principles and practices on the Macintosh computer as they relate to fine arts, to education, and to the community with media processes.

ART 595 SPECIAL PROJECTS - 1-6 CREDITS

An art project undertaken by an individual with special needs, special interests or special problems in art or art education. Project goals will be mutually developed by the student and instructor. Permission of the instructor, chairperson and Associate Provost are required.

ART 597 ART PRESENTATION/EXHIBITION - 3 CREDITS

As part of the 33 Semester hour non-thesis program the candidate may elect to present an art presentation/exhibition. Examples of this type of project might involve the candidate in a mural painting task, the building of a unique kiln for firing ceramics, an exhibit of art that may tie to a new teaching strategy, etc. In addition to the actual performance of the art presentation/ exhibition, the candidate must present documented evidence of planning, researching the problem and other processes involved. The art presentation/exhibition must be approved by the candidate's advisor and the Art Department Graduate Committee after candidacy approval. Final evaluation of the art presentation/exhibition will take place after the event.

BIOLOGY

BIO 561 MANAGEMENT OF SMALL IMPOUNDMENTS - 3 CREDITS

Theory, practice and demonstration of managing farm ponds for optimal sport fishing. Prerequisite: 6 semester hours of college biology and permission of instructor.

BIO 562 MANAGEMENT OF STREAMS AND LARGE IMPOUNDMENTS - 3 CREDITS

Theory, practice and demonstration of managing streams, rivers, natural lakes and large impoundments for optimal sport fishing. Prerequisite: 6 semester hours of college biology and permission of instructor.

BIO 582 CELL PHYSIOLOGY - 3 CREDITS

A study of a specialized field of cell biology which emphasizes phenomena dealing with the nature of the cell membrane and its transport activities, the reactions of cells to changes in environment, the mechanism of cell excitability and contraction and other manifestations of cellular functioning such as nutrition, growth and secretion.

EDUCATION

ED 500 METHODS AND MATERIALS OF RESEARCH - 3 CREDITS

An introduction to research and its practical application to professional problems, with attention given to types of educational evaluation of data on a scientific basis, and development of reliable conclusions.

ED 531 SOCIAL FOUNDATIONS OF EDUCATION - 3 CREDITS

The development of new perspectives on contemporary educational issues through examination of the school as a social institution, study of the impact of world changes, and examination of the values to be sought through education in an emerging world community.

ED 532 HISTORICAL FOUNDATIONS OF EDUCATION - 3 CREDITS

The historical development of American education. European influences on the philosophies and practices of American schools. Emphasis is placed on the development of education in America as influenced by various individuals and schools of thought. Historical trends are related to current problems and practices in education.

ED 533 PHILOSOPHICAL FOUNDATIONS OF EDUCATION - 3 CREDITS

Principles upon which to base instruction, recent developments in scientific methodology; theories of curriculum and school organization. Stress is placed upon the essential phases involved in building an individual working philosophy of education.

ED 540 SCHOOL LAW - 3 CREDITS

Laws relating to American public schools (both elementary and secondary). Non-public schools are considered only to the degree they are affected by general statutes. The course is designed for persons concerned with the implications of school law; the approach is such that an interested layman can readily grasp the concepts.

ED 541 SELECTED TOPICS IN EDUCATION - 1-6 CREDITS

A modularized course for the study of selected topics which may be developed to meet the needs of individual school districts.

ED 545 ANALYSIS AND EVALUATION OF PUPIL GROWTH - 3 CREDITS

Current trends in the development of evaluative instruments in education. Emphasis is placed upon the development of teacher-made tests based on behavioral objectives.

ED 548 WORKSHOP IN NEWER MEDIA - 1-3 CREDITS

A modularized approach developing competencies in the application of instructional technology for the classroom. People involved in learning management will be able to identify instructional problems involving visual and/or audio materials and then design and produce cost-effective solutions. Multi-media production; graphics production; instruction T.V. production.

ED 550 COMPARATIVE EDUCATION - 3 CREDITS

The similarities and differences prevailing within a particular society or culture. Identification and diagnosis of educational problems, ideals and presuppositions in given societies; interpreting by cross-reference to similar patterns in other societies.

ED 554 CURRICULUM: PRINCIPLES AND CONTEMPORARY THOUGHT - 3 CREDITS

A course which studies significant curriculum concepts giving particular attention to the following areas of curriculum study: (1) the dimensions of curriculum as a field of study, (2) forces affecting the curriculum, (3) the anatomy of the curriculum, (4) judging the quality of curriculum, and (5) processes of curriculum development and implementation.

ED 556 SECONDARY SCHOOL CURRICULUM - 2 CREDITS

The major thrust of this course is curriculum interrelationships and curriculum balance. It provides opportunities for reading and research that will stimulate educational practitioners to examine their thinking about the secondary school curriculum.

ED 580 COMPUTERS IN EDUCATION: AN INTRODUCTION - 3 CREDITS

This course gives educators an overview of educational computing. Students learn to use various software applications (e.g., word processing, database, spreadsheet, and telecommunication) for instructional purposes, and also examine equity, ethical, and legal issues.

ED 581 COMPUTERS IN EDUCATION - LOGO - 3 CREDITS

In this course educators learn to use the programming language, Logo (LogoWriter), and develop Logo instructional strategies for different grade levels and subject areas.

ED 582 COMPUTERS IN EDUCATION - METHODS AND MATERIALS - 3 CREDITS

In this course educators learn to evaluate computer software, and develop strategies to integrate computer hardware and courseware into their curricula.

ED 583 COMPUTERS IN EDUCATION - CURRENT APPLICATIONS - 3 CREDITS

This course provides opportunities for educators to explore the past, present, and future effects of computers in educational practices. (Prerequisite: ED 580 or permission of the instructor.)

ED 584 COMPUTERS IN EDUCATION - WORKSHOPS - 1-8 CREDITS

This course is designed to help educators become more proficient with various educational software. The class is conducted as a workshop with intensive, hands-on activities using Apple II and IBM-compatible computers.

ED 585 TEACHING OF ADULTS - 3 CREDITS

Students will identify characteristics and needs of various target groups choosing or needing to be involved in educational offerings for adults. They will explore lifelong learning as a phenomenon relative to many societal influences, and examine and apply principles of andragogy.

ED 586 CREATING TEACHING MATERIALS WITH THE INTERNET - 3 CREDITS

This course examines how to use the Internet as a classroom materials production center. Teachers will use acceptable evaluation techniques to examine and build graphics and software libraries from the Internet and modify their current lessons with these Net acquired materials.

ED 590 INTRODUCTION TO EDUCATION ADMINISTRATION - 3 CREDITS

A survey course designed to give the prospective school leader an overview of educational administration and leadership. There is particular emphasis on decision-making, motivation, and effective relations with internal and external constituencies.

ED 591 SECONDARY EDUCATION SUPERVISION - 3 CREDITS

A course concerned with what is taught and its effect on the learner. A special kind of teaching; involving a unique set of learners (teachers) and a unique content

(curriculum). A course designed to train supervisors to deliberately educate classroom teachers about curriculum and how to teach it.

ED 592 THE TEACHER AND EDUCATIONAL LEADERSHIP - 2 OR 3 CREDITS

An examination of basic problems and current trends in education, emphasizing the role of the teacher as a professional leader in improving the educational program. Prerequisite: Teaching experience.

ED 593 SUPERVISION OF STUDENT TEACHING - 3 CREDITS

A course addressed to those who are associated with the supervision of student teachers; cooperating teachers, college administrators, college supervisors, secondary and elementary administrators, and directors of laboratory experiences.

ED 595 SPECIAL PROJECTS - 1-6 CREDITS

Designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Students may be enrolled for a total of six credit hours. Permission of the instructor, chairperson, and Associate Provost is required.

ED 596 SUPERVISION: PRINCIPLES AND CURRENT PRACTICES - 3 CREDITS

This course introduces principles and practices of supervision that support the professional development of teachers. Topics include: the role of teaching and learning to teach; components of effective teaching; MU's teacher education programs, including student teaching; supervision versus evaluation; clinical supervision; and multi-cultural issues related to supervision.

ED 597 INDEPENDENT STUDY - (VARIABLE CREDIT)

Designed for particular student needs relevant to specific problem areas and/or needs in the student's school district.

ED 598 RESEARCH PROJECT - 3 CREDITS

ED 599 THESIS - 6 CREDITS (3 CREDITS PER SEMESTER FOR 2 SEMESTERS)

ED 600 INTERDISCIPLINARY GENERAL SCHOOL SUPERVISION - 3 CREDITS

An introduction to school supervision. An interdisciplinary course designed to acquaint potential supervisors with the theory and process of supervision in public schools. Permission of the Department Chairperson is required.

ED 601 CRITICAL TOPICS SEMINAR FOR SUPERVISORS - 3 CREDITS

A seminar providing a theoretical and practical base for topics related to school supervision.

ED 602 INTERNSHIP IN SCHOOL SUPERVISION - 3 CREDITS

(Elementary Education, Secondary Education, and Special Education)

Internship in school supervision is a post Master's supervised, professional, on-site field experience in a supervisory setting. During the internship, a full-time practicum in schools, the candidate will be able to assume the role of the supervisor in practice under the guidance of well qualified school personnel actively engaged in supervision. University staff will regularly visit the intern site to observe, to counsel, and evaluate as the candidate relates theory to practice.

ELEMENTARY EDUCATION

ELE 502 INNOVATIVE EDUCATIONAL PRACTICES - 1-3 CREDITS

A course designed to give students opportunities to critically examine innovative ideas, plans and practices; to develop strategies and models which can be tested in classroom situations; and to participate in sessions designed to critically appraise these strategies and models.

ELE 503 COMMUNICATION SKILLS WORKSHOP FOR ELEMENTARY SCHOOL TEACHERS - 1-3 CREDITS

A workshop experience for in-service classroom teachers and for undergraduate students who have completed student teaching. The instructor investigates and shares techniques used by elementary school teachers to improve the total communication skills of children.

ELE 505 SEMINAR IN EARLY CHILDHOOD EDUCATION - 3 CREDITS

An advanced seminar in planning developmentally appropriate, early childhood programs. Topics include: theories of teaching and learning; planning integrated curriculums with thematic units and centers; guiding children's learning; assessing and evaluating learning; including all children and their families.

ELE 511 AN INTRODUCTION TO BRITISH EDUCATION - 3 OR 6 CREDITS

A course aimed at providing teachers a firsthand look at the innovations, accomplishments and problems of British education. The participant will have the opportunity to work side by side with a British teacher, get involved with British children and observe various techniques at work in a number of British schools.

ELE 512 READING/WRITING IN BRITISH SCHOOLS - 3 CREDITS

An examination of the integrated language arts curriculum employed in British education. This companion course to "Introduction to British Education" includes first-hand experience observing and participating in British schools.

ELE 513 DIAGNOSIS AND PRESCRIPTION IN MATHEMATICS - 3 CREDITS

This course allows elementary school teachers to participate in the diagnosis and remediation of children's mathematics error patterns through the use of individual prescription lesson plans. Focus is on diagnosis and prescription, instructional methodology, use of manipulatives, calculators, and current computer technology.

ELE 523 FOUNDATIONS OF READING INSTRUCTION - 3 CREDITS

Theories of reading development; approaches to reading instruction; effective classroom organizations and practices; emergent literacy; content area reading; developing word identification and comprehension strategies; integrated language arts and literature in teaching reading.

ELE 524 DIAGNOSIS OF READING DIFFICULTIES - 3 CREDITS

Identifying reasons for reading failure; characteristics, advantages, and shortcomings of formal and informal assessments; naturalistic assessment techniques; selecting appropriate assessments for individual students; communicating with parents; professional roles of the reading specialist.

ELE 525 WHOLE LANGUAGE - 3 CREDITS

Belief systems in whole language and means of translating educational beliefs into classroom practice; several featured topics include big books, experience charts and chants, literature-based instruction, building literature environments, portfolio assessment, collaborative learning projects, and reading-writing connections.

ELE 527 TEACHING READING TO EXCEPTIONAL CHILDREN - 3 CREDITS

Physical, social and educational needs of exceptional children. Special emphasis on diagnostic and pedagogical approaches necessary to teach the child to read.

ELE 528 DEVELOPMENTAL AND REMEDIAL READING IN THE MIDDLE AND SECONDARY SCHOOL - 3 CREDITS

Reading methods and materials, and diagnosis and correction of reading disabilities and behaviors for reading in content material as it applies to the middle school and secondary school.

ELE 529 REMEDIATION OF READING DIFFICULTIES - 3 CREDITS

Remedial and corrective techniques for both the classroom and clinic. Emphasis on specialized techniques and materials suitable for correcting reading disabilities.

ELE 530 READING AND STUDY PRACTICUM (ELEMENTARY) - 3 CREDITS**ELE 531 READING AND STUDY PRACTICUM (MIDDLE AND SECONDARY SCHOOL STUDENTS) - 3 CREDITS**

Culminating supervised practicum experience in the reading specialist certification program; assessing students and designing effective instruction that is responsive to individual needs; promoting positive attitudes toward reading and children's literature; developing effective word identification and comprehension strategies; professional staff relationships and delivery of instructional services.

ELE 533 SEMINAR IN IMPLEMENTING READING RESEARCH - 3 CREDITS

Provides the opportunity to select, plan, implement, analyze and evaluate a significant reading research finding under field conditions.

ELE 550 ADVANCED CHILD GROWTH AND DEVELOPMENT - 3 CREDITS

Advanced study of human growth and development from conception through maturity. Emphasis on development during childhood and adolescence.

ELE 560 CHILDREN'S LITERATURE, A MULTI-CULTURAL APPROACH - 3 CREDITS

A study of books appropriate for preschool through the elementary grades; an exploration of creativity for pupils and teachers as inspired by children's literature; the varied use of literature in teaching reading, language, content subjects and the arts.

ELE 574 DIAGNOSTIC TEACHING IN ELEMENTARY MATHEMATICS - 3 CREDITS

A course to help teachers identify difficulties children have learning mathematics. How to analyze children's mathematical behaviors and how to develop techniques for remediation and prevention. Emphasis upon techniques practical for the classroom teacher. Some formal diagnostic tests are examined.

ELE 580 ELEMENTARY SCHOOL CLASSROOM MUSIC - 3 CREDITS

An advanced course aiming at more effective teaching of music by the elementary

classroom teacher. Includes proper use of the child's voice, presentation of rote and reading songs, listening, creative activities, rhythmic activities and the use of simple instruments in the classroom.

ELE 584 MATHEMATICS FOR THE ELEMENTARY SCHOOL TEACHER - 3 CREDITS

The purpose of this course is to prepare and/or update elementary school teachers' skills for teaching mathematics in the "Information Age". Curriculum and Evaluation Standards for School Mathematics (NCTM Standards), its role in the educational reform movement, will provide the basis for instruction. Focus will be on curricular changes and emphases, instructional methodology and use of materials, and development of skills required of elementary school teachers.

ELE 586 RECENT TRENDS IN SOCIAL STUDIES - 1-3 CREDITS

A critical appraisal of current programs of work offered in elementary school; intensive assessment of the possibilities for enrichment; projection of a program using the potentials of the social studies in a dynamically changing world.

ELE 587 ELEMENTARY SCIENCE, CURRICULUM AND INSTRUCTION - 1-3 CREDITS

Explores principles, problems and techniques in elementary science. Includes participation in scientific investigations and evaluations of current practices.

ELE 588 INFORMAL DIAGNOSIS OF READINESS IN ELEMENTARY TEACHING - 1-3 CREDITS

A workshop to help teachers become more aware of cognitive and affective factors influencing a child's readiness to learn. Emphasis on informal assessment of cognitive and affective behavior as a basis for making decisions about instruction for the child.

ELE 589 ENVIRONMENTAL EDUCATION WORKSHOP FOR ELEMENTARY TEACHERS - 3 CREDITS

A workshop emphasizing field work for scientific knowledge, theoretical background in education, and the application of both to teaching environmental principles in the elementary classroom.

ELE 590 INDIVIDUALIZED TEACHING IN THE ELEMENTARY SCHOOL - 1-3 CREDITS

A course to guide elementary school teachers in making the transition from whole-class to individual learning activities.

ELE 591 CURRICULUM DEVELOPMENT AND PLANNING - 1-3 CREDITS

Theory and practice of curriculum development in the elementary school. Emphasis on aims, content and research. Prerequisite: Teaching experience.

ELE 592 THE TEACHER AND EDUCATIONAL LEADERSHIP - 2 OR 3 CREDITS

An examination of basic problems and current trends in education, emphasizing the role of the teacher as a professional leader in improving the educational program. Prerequisite: Teaching experience.

ELE 593 SUPERVISION FOR THE IMPROVEMENT OF INSTRUCTION - 3 CREDITS

Supervision in the modern elementary school; the role of the elementary school supervisor in the improvement of instruction; appraisal of elementary school programs and instruction.

ELE 595 SPECIAL PROJECTS - 3 CREDITS

Designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and Associate Provost are required.

ELE 598 RESEARCH PROJECT - 3 CREDITS

ELE 599 THESIS - 6 CREDITS

GEOGRAPHY

GEG 515 SPECIAL PROBLEMS IN GEOGRAPHY - 2-4 CREDITS

Offers extensive field experience and the opportunity to observe, first-hand, a variety of natural and human processes and phenomena.

HISTORY

HST 500 HISTORIOGRAPHY - 3 CREDITS

Acquaints the student with basic techniques and procedures in research; treats research and the methods of locating, evaluating and interpreting evidence. The student develops a tentative outline, bibliography and summary of investigative procedure for a research project.

HST 501 COLONIAL AND REVOLUTIONARY AMERICA - 3 CREDITS

A study of the exploration and settlement of North America 1607-1788.

HST 504 CONSTITUTION TO MANIFEST DESTINY - 3 CREDITS

The development and expansion of the nation. The rise of democracy, economic and social development, territorial expansion, and foreign affairs. Key figures and their roles are analyzed in depth.

HST 505 THE AGE OF CIVIL WAR AND RECONSTRUCTION - 3 CREDITS

The background of sectional controversy; constitutional issues, secession, and military conflict; the aftermath of War, North and South, with particular emphasis on political and racial development in the period of reconstruction ending in 1877.

HST 507 THE UNITED STATES, 1914-1945 - 3 CREDITS

A study of political, diplomatic, social and economic development in the United States between the end of World War I and the beginning of World War II.

HST 508 AMERICA SINCE WORLD WAR II - 3 CREDITS

A study of political, diplomatic, social and economic developments in the United States since 1945.

HST 510 AFRO-AMERICAN EXPERIENCE - 3 CREDITS

History of "the American Dilemma" - the role of the minority black man in a dominant white culture - from 1619 to the present. Thematic emphasis upon black resistance and the quest for a black identity.

HST 515 MODERN AMERICAN DIPLOMACY – 3 CREDITS

The diplomatic history of the United States in the 20th century. Emphasis is placed on the period from 1930 to the present.

HST 516 THE EVOLUTION OF SOCIAL WELFARE IN AMERICA – 3 CREDITS

The development of the public welfare system as a mirror reflecting American's changing attitudes toward misfortune and relief. The effects of an individualistic tradition upon antebellum welfare efforts; the need for social welfare in an industrializing America, the growth of governmental responsibility for social welfare; and the maturation of the welfare state.

HST 518 FRONTIER IN AMERICAN HISTORY – 3 CREDITS

Discussion of the settlement of various geographic areas comprising the U.S. and the influence of the frontier on the political, social and economic development of the American people. Indian-White relations are discussed in depth. Cowboy-Indian stereotypes are analyzed.

HST 519 HISTORY OF PENNSYLVANIA – 3 CREDITS

An in-depth examination of the political, economic, cultural and social development of Pennsylvania which also involves the role of the native American and local history.

HST 520 THE TEACHING OF HISTORY IN THE SECONDARY SCHOOLS – 3 CREDITS

Creation of a teaching unit in history directly transferable to the secondary teaching situation.

HST 521 THE ANCIENT WORLD: GREECE AND THE NEAR EAST – 3 CREDITS

The development of Pre-Classical and Classical forms that were the basis for the emergence of Western civilization. The cultural, intellectual and social conditions that shaped Greek and Roman civilizations; their relationships to modern institutions.

HST 522 THE ANCIENT WORLD: THE ROMAN REPUBLIC AND EMPIRE – 3 CREDITS

The development of Pre-Classical and Classical forms that were the basis for the emergence of the intellectual and social conditions that shaped Roman civilization. The relationship of Roman institutions to modern institutions.

HST 523 THE HOLOCAUST – 3 CREDITS

The systematic mass murder sits uneasily in history as many troubled questions remain unanswered. By applying historical analysis highly charged topics will be investigated. Prerequisite: one history course or consent of the instructor.

HST 525 AMERICAN SOCIAL AND CULTURAL HISTORY – 3 CREDITS

Investigation of the major social, cultural and intellectual trends in American history. Emphasis is placed upon important religious, educational and intellectual developments.

HST 526 WORLD CULTURES – 3 CREDITS

Specific cultures are studied with emphasis placed upon the cultural, intellectual, social and political conditions which shaped various world civilizations and their relationships to our current institutions.

HST 530 THE AMERICAN INDIAN: FROM BERING TO RED POWER – 3 CREDITS

This course deals with the origins, culture and history of the American Indian. Development of Indian policy by colonial rulers and by the U.S. are studied and compared.

HST 551 RENAISSANCE AND REFORMATION – 3 CREDITS

Examination of the political, social, economic, and cultural forces involved in the transition from medieval to modern Western society with attention to the rise of national states, the growth of individualism and the impact of the religious changes on society.

HST 558 THE SOVIET UNION – 3 CREDITS

A history of the Bolshevik Revolution and the founding of the Soviet Union, the internal and external factors involved in Soviet power politics, and world Communism from 1917 to the present.

HST 559 RUSSIA: BEGINNING TO 1917 – 3 CREDITS

After considering the basic problems in Russian historiography, the course deals with the nature and development of the Russian empire from the time of Peter I to the Revolution of 1917.

HST 566 TWENTIETH CENTURY EUROPE – 3 CREDITS

A study of the political, economic, cultural and international developments in Europe during the 20th century. Particular attention is given to the background problems which led to the two world wars and their global impact and significance. Prerequisite: Consent of instructor.

HST 588 HISTORY OF AFRICA – 3 CREDITS

After an introduction to the History of Africa prior to European colonization and a brief examination of colonialism on the continent, the course will focus on sub-Saharan Africa for the period from post World War II until the present, examining colonialism, nationalism, independence and the continuing crises and problems of the nations of the continent. South Africa also will be emphasized.

HST 589 VIETNAM WAR – 3 CREDITS

Examines the historical, military, political, religious, and social aspects of the war. Includes the effect on Vietnam politically and culturally. American domestic concerns, international aspects and consequences will be covered.

HST 595 SPECIAL PROJECTS – 1-6 CREDITS

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and Associate Provost are required.

MUSIC

APPLIED MUSIC COURSES

Private or class study in voice, keyboard, strings, woodwinds, brass, or percussion is available. Such study is designed to meet the professional needs of the student.

500-level applied music courses are designed for studying secondary instruments. The courses offer one credit per semester. A maximum of two credits may be applied to the degree.

Private Instruction	Credits
MAP 500 Voice Sec	1
MAP 510 Piano Sec	1
MAP 520 Organ Sec	1
MAP 525 Harpsichord Sec	1
MAP 530 Flute Sec	1
MAP 531 Oboe Sec	1
MAP 532 Clarinet Sec	1
MAP 533 Bassoon Sec	1
MAP 534 Saxophone Sec	1
MAP 540 Trumpet Sec	1
MAP 541 Horn Sec	1
MAP 542 Trombone Sec	1
MAP 543 Euphonium Sec	1
MAP 544 Tuba Sec	1
MAP 550 Violin Sec	1
MAP 551 Viola Sec	1
MAP 552 Cello Sec	1
MAP 553 Bass Sec	1
MAP 557 Guitar Sec	1
MAP 560 Percussion Sec	1

600-level applied music courses are designed for advanced study in the major applied area. A satisfactory audition is required prior to registration for these courses. The courses offer one or two credits per semester or term and may be re-elected for additional credit. A maximum of four credits may be applied to the degree (Part-time students register for one credit per semester). After four credits in the primary applied instrument, students may choose to register for MU 596 Recital.

Private Instruction	Credits
MAP 600 Voice	1-2
MAP 610 Piano	1-2
MAP 620 Organ	1-2
MAP 625 Harpsichord	1-2
MAP 630 Flute	1-2
MAP 631 Oboe	1-2
MAP 632 Clarinet	1-2
MAP 633 Bassoon	1-2
MAP 634 Saxophone	1-2

MAP 640	Trumpet	1-2
MAP 641	Horn	1-2
MAP 642	Trombone	1-2
MAP 643	Euphonium	1-2
MAP 644	Tuba	1-2
MAP 650	Violin	1-2
MAP 651	Viola	1-2
MAP 652	Cello	1-2
MAP 653	Bass	1-2
MAP 657	Guitar	1-2
MAP 660	Percussion	1-2

Ensembles

Participation in these university organizations is open to qualified graduate students.

MEN 500	Concert Choir	1
MEN 501	Festival Chorus	1
MEN 502	Opera Workshop	1
MEN 503	Mansfieldians	1
MEN 504	Chamber Singers	1
MEN 505	Vocal Ensemble	1
MEN 510	Piano Ensemble	1
MEN 530	Concert Wind Ensemble	1
MEN 531	Mountie Marching Band	1
MEN 532	Symphonic Band	1
MEN 533	Woodwind Ensemble	1
MEN 534	Brass Ensemble	1
MEN 535	Concert Jazz Band	1
MEN 536	Small Jazz and Commercial Ensemble	1
MEN 550	Orchestra	1
MEN 551	String Ensemble	1
MEN 557	Guitar Ensemble	1
MEN 560	Percussion Ensemble	1

MU 500 METHODS AND MATERIALS OF RESEARCH - 3 CREDITS

Basic techniques, procedures and sources. Selections of a research problem; methods for locating, evaluating and interpreting evidence; types of research; formal writing style; and use of the library.

MU 501 WORLD MUSICS - 3 CREDITS

Musics of the five continents are explored with particular emphasis on each tradition's cultural function. Provides the fundamental research and comparative skills needed to understand and listen to selected non-Western music. Includes discussions of how Western art and popular music incorporate these styles. Field study and ethnomusicological techniques are explored.

MU 510 FORM AND ANALYSIS - 3 CREDITS

Analysis of compositions drawn from various periods of music history.

MU 511 EIGHTEENTH CENTURY COUNTERPOINT - 3 CREDITS

A study of the contrapuntal style of the late Baroque era.

MU 513 ELECTRONIC MUSIC - 2 CREDITS

Survey of electroacoustic music technology with emphasis on MIDI applications. Provides hands-on experience with computer-based sequencing and music notation.

MU 515 INSTRUMENTAL SCORING - 3 CREDITS

Arranging for instrumental groups. Prerequisite: An undergraduate course in orchestration.

MU 516 VOCAL SCORING - 3 CREDITS

Scoring for vocal groups. Special attention is given to arranging for unbalanced vocal groups such as those which may be found in the public schools.

MU 517 COMPOSITION - 3 CREDITS

Development of deeper insight into music through intensive creative experience.

MU 518 ADVANCED COMPOSITION - 1-3 CREDITS

Students develop and work on individual compositions, thus deepening their knowledge and skill in musical composition. May be repeated for credit up to a maximum of 6 credits.

MU 519 INTERPRETATION OF SELECTED REPERTORY - 3 CREDITS

Interpretative techniques are studied and applied to repertory selected by both student and instructor. The student may wish to select music (1) to be learned or reviewed for performance purposes, (2) to be taught in his/her professional work as teacher or conductor, (3) to be of particular interest for study. Additional repertory will be selected as needed to illustrate particular interpretative aspects.

MU 520 SONG LITERATURE - 3 CREDITS

Emphasis upon the history of the German lied, French chanson and solo song in the British Isles and the United States.

MU 521 CHORAL LITERATURE - 3 CREDITS

A history of choral literature from the Renaissance to the present. Historical and cultural influences will be emphasized.

MU 522 HISTORY OF OPERA - 3 CREDITS

A history of opera from the late 16th century to the present with attention to the conventions governing librettist and composer. Study of the musical, dramatic, and social climate in which opera was composed.

MU 523 STUDIES IN KEYBOARD LITERATURE - 3 CREDITS

Keyboard literature including organ, "clavier" and piano. Examples are drawn from early and later sources according to the interests and requirements of the student.

MU 524 THE PIANO SONATA - 3 CREDITS

A study of the piano sonata from the earliest works written specifically for the piano to those of the present day.

MU 526 NINETEENTH CENTURY MUSIC - 3 CREDITS

Music style and expression during the 19th century with emphasis on the intellectual foundations of the romantic movement. Representative works in the various forms are studied and analyzed in detail.

MU 527 TWENTIETH CENTURY MUSIC - 3 CREDITS

An analytical, technical and historical study of music of the 20th century, with particular attention to details of melody, harmony, tonality, rhythm, texture, orchestration and form.

MU 528 AMERICAN MUSIC - 3 CREDITS

The development of American music from the colonial era to the present. Psalmody, secular songs, folk and dance music, plays with music, operas, concert life and music publishing, songs, and piano compositions, oratorios, orchestral works, jazz, music in education, the American "schools" of composition.

MU 529 SEMINAR IN MUSIC LITERATURE - 3 CREDITS

An intensive study of selected examples of musical literature with emphasis on comparative historical and stylistic developments.

MU 540 HISTORY AND PHILOSOPHY OF MUSIC EDUCATION - 3 CREDITS

Philosophical and historical foundations of music education from the time of the ancient Greeks to the present. Special emphasis on music education in the U.S. and music as an aesthetic experience.

MU 541 ADMINISTRATION AND SUPERVISION OF PUBLIC SCHOOL MUSIC - 3 CREDITS

The role of the music educator in positions of administration and supervision. An analysis of administrative functions including the definition of purpose, planning, organizing, directing, evaluating and improving school music programs.

MU 542 PSYCHOLOGY OF MUSIC - 3 CREDITS

The physical and psychological effects of music, tests, and measurements in music.

MU 543 SEMINAR IN MUSIC EDUCATION - 3 CREDITS

Identification and formulation of the principles, philosophies and objectives of music education.

MU 544 RECENT TRENDS IN MUSIC EDUCATION: ELEMENTARY AND MIDDLE SCHOOLS - 3 CREDITS

New concepts in classroom music teaching in the elementary and middle schools. Emphasis on the contributions of contemporary composers, ethnomusicologists, and educational psychologists. Attention to the needs of exceptional students.

MU 546 GENERAL MUSIC CLASSES IN SECONDARY SCHOOLS - 3 CREDITS

Music concepts, knowledge, and skills developed through projects correlated with the total curriculum.

MU 547 ORFF-SCHULWERK: LEVEL I - 3 CREDITS

This course will prepare music teachers, music therapists, church musicians, administrators, and classroom teachers in the introductory techniques and materials of Orff-Schulwerk. Participants will learn how to work developmentally

with children so that they may experience and understand the concepts of music through active participation. Successful completion of the course will result in the awarding of the Level I certification according to the guidelines of the American Orff-Schulwerk Association.

MU 548 ORFF-SCHULWERK: LEVEL II - 3 CREDITS

This course will prepare music teachers, music therapists, church musicians, administrators, and classroom teachers in the intermediate techniques and materials of Orff-Schulwerk. Participants will learn how to work developmentally with children so that they may experience and understand the concepts of music through active participation. Successful completion of the course will result in the awarding of the Level II certification according to the guidelines of the American Orff-Schulwerk Association. Prerequisite: Level I certification.

MU 549 ORFF-SCHULWERK: LEVEL III - 3 CREDITS

Advanced techniques and materials of the Carl Orff approach to teaching music. Designed for music teachers, music therapists and church musicians. Successful completion will result in the awarding of Level III Orff-Schulwerk certification. Prerequisite: Level II certification.

MU 550 ADVANCED CHORAL CONDUCTING - 3 CREDITS

Study of choral works at an advanced level.

MU 551 ADVANCED INSTRUMENTAL CONDUCTING - 3 CREDITS

Study and analysis of all phases of baton technique and score reading.

MU 552 DICTION I FOR SINGERS - 2 CREDITS

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in Italian, Latin and German, examining those elements of pronunciation which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

MU 553 DICTION II FOR SINGERS - 2 CREDITS

This course will use the International Phonetic Alphabet (IPA) to present a systematic approach to the pronunciation of vocal literature in English and French, examining those elements of pronunciation which must be modified from the spoken language into the singing language. The course will require solo and group preparation of songs in each language, including precise translations for foreign language literature and will provide for class criticism and discussion of performance in an effort to develop critical hearing.

MU 557 MUSIC THEATRE PRODUCTION - 3 CREDITS

A course providing the non-professional stage director with a working knowledge of the skills needed to stage and direct a musical production.

MU 558 INSTRUMENT REPAIR - 1 CREDIT

Lectures, demonstrations and laboratory experiences presenting the nomenclature, techniques of proper care, and effective means of treating the various repairs that

can be made with the simple equipment usually available to an instrumental teacher in the schools.

MU 559 MARCHING BAND TECHNIQUES AND MATERIALS – 3 CREDITS

Study of the marching band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques. The following pedagogy courses include the techniques, teaching problems, teaching materials, and literature related to the appropriate applied music area.

MU 571 VOCAL PEDAGOGY – 3 CREDITS

MU 572 PIANO PEDAGOGY – 3 CREDITS

MU 574 STRING PEDAGOGY – 3 CREDITS

MU 575 WOODWIND PEDAGOGY – 3 CREDITS

MU 576 BRASS PEDAGOGY – 3 CREDITS

MU 577 PERCUSSION PEDAGOGY – 3 CREDITS

The above courses include the techniques, teaching problems, teaching materials and literature related to each given applied music area.

MU 578 PEDAGOGY OF MUSIC THEORY – 3 CREDITS

A study of the techniques and materials used in teaching the various skills included in courses in music theory. Special emphasis will be placed on theory instruction in the public schools.

MU 579 PEDAGOGY OF MUSIC LITERATURE – 3 CREDITS

Various approaches to the teaching of music literature with an emphasis on aural analysis and the development of listening skills. Musical subject matter will embrace a broad range of media, forms, and styles.

MU 595 CREATIVE PROJECT 2-6 CREDITS

Students doing musical transcriptions or writing a music composition in lieu of a thesis or research project register for this course. (See Research Options)

MU 596 RECITAL – 2 CREDITS

A formal recital given in the major performing medium represents the culmination of study in the applied area. Prerequisite: four graduate credits in the performing medium of the recital program.

MU 597 INDEPENDENT STUDY – 1 – 3 CREDITS

MU 598 RESEARCH PROJECT – 3 CREDITS

MU 599 THESIS – 6 CREDITS

PSYCHOLOGY

PSY 501 SOCIAL PSYCHOLOGY – 3 CREDITS

The social psychological perspective from the point of view of the individual. Topics include the processes of socialization; identity, and attitude formation and change; and person perception and interaction. The social psychological aspects of social structure and personality, group processes, collective behavior, and psychological theories of society and deviance are also addressed.

PSY 502 PERSONALITY AND BEHAVIOR PATHOLOGY – 3 CREDITS

A contemporary overview of personality and behavior pathology. The history of abnormal psychology, clinical syndromes, contrasting conceptual models of disordered behavior, and applications in schools, courts and community settings are covered. Emphasis is placed upon the special problems of referral, diagnosis and treatment in rural areas.

PSY 503 HUMAN DEVELOPMENT – 3 CREDITS

Topics covered in this course include the biological, cognitive, and affective components of development and the way in which they interact with each other and the environment to determine the outcome of development.

PSY 504 RESEARCH METHODS – 3 CREDITS

Research methods for applied psychology. Emphasis is on quasi-experimental and survey research designs. Includes measurement and scaling techniques, questionnaire construction, computer-based data analysis, report writing, and related ethical issues. An individual applied research project is required.

PSY 505 PHYSIOLOGICAL PSYCHOLOGY – 3 CREDITS

This course covers the development of the human nervous system, human neuroanatomy and neurophysiology. The student researches and presents information on sensory, motor, attentional and motivational systems.

PSY 521 DEATH AND DYING – 3 CREDITS

This course provides an overview of the psychological aspects of death and dying in our society. It examines the process of death in our culture, including attitudes toward and preparation for death, the terminally ill patient, funeral rituals and burial, mourning and grief, and suicide and euthanasia. Readings, lectures, and discussions will be supplemented by self-exploration and writing by students concerning their feelings, attitudes, and beliefs about death.

PSY 522 PSYCHOLOGY OF WOMEN – 3 CREDITS

This course is an in-depth study of how psychological development, life experiences, and social change interact to affect women's development across the life span.

PSY 531 INDIVIDUAL COGNITIVE AND SOCIAL ASSESSMENT – 3 CREDITS

This course provides an introduction to psychological assessment including clinical interviewing skills, use of both individual and group tests of cognitive functioning, affective states, and personality. Computerized analysis of test results supplements the student's understanding of test interpretation and intervention planning. Tests and measures will be considered with an emphasis on relating assessment results to diagnostic and intervention issues.

PSY 532 ASSESSMENT OF PERSONALITY AND HUMAN INTERACTION - 3 CREDITS

This course is a continuation of PSY 531, which is a prerequisite. Emphasis will be placed on gaining continued experience and expertise in the administration of cognitive, affective, personality, and other tests. In addition, interpretation of the tests administered will be covered with special attention to the use of assessment battery results in diagnostic and treatment issues.

PSY 533 COMMUNITY PROGRAM EVALUATION - 3 CREDITS

Basic concepts of evaluative research and its applications in community mental health settings are covered. Attention is given to program evaluation in rural areas.

PSY 540 INDIVIDUAL METHODS OF BEHAVIOR CHANGE - 3 CREDITS

Problem-oriented methods of individual behavior change, including brief forms of psychotherapy, behavior modification and crisis intervention, are considered in light of their application in modern community mental health programs. The course prepares the student for application of these methods during an internship.

PSY 541 GROUP METHODS OF BEHAVIOR CHANGE - 3 CREDITS

Small group process and models of group psychotherapy and sensitivity training are considered in light of their application in modern community mental health programs. Emphasis is placed on students' development of applied group skills.

PSY 542 METHODS OF PREVENTION AND COMMUNITY CHANGE - 3 CREDITS

Modern community mental health services are considered with special attention to the problems of rural areas. Preventive programming and consultation strategies are examined in depth. Emphasis is on application of these methods.

PSY 545 ADVANCED COUNSELING TECHNIQUES - 3 CREDITS

This course provides advanced training in counseling skills for students in the helping professions (nursing, social work, counseling/clinical psychology, criminal justice, etc.). Emphasis placed on diagnosis and treatment of clients requiring long-term intervention. Special emphasis will be placed on diagnosis and treatment of personality disorders.

PSY 550 THESIS RESEARCH - 6 CREDITS**PSY 551 PROFESSIONAL PSYCHOLOGY IN THE RURAL COMMUNITY - 3 CREDITS**

The psychological and social structures of rural communities are examined. Emphasis is placed on the mental health and other human services which function in the rural community. Field visits are required.

PSY 554 PROFESSIONAL PSYCHOLOGY AND ETHICS SEMINAR - 0-1 CREDIT

This course introduces students to the recent history of professional psychology, current practice issues, and the professional ethics of psychologists. Special practice issues that pertain to rural communities are addressed in various readings and class discussions. The fall section is devoted to ethics issues. All graduate students must complete one fall section and two spring sections of the course to receive credit.

PSY 560 COMMUNITY INTERNSHIP - 3-9 CREDITS

A minimum of 1000 hours of supervised psychological experience in a faculty-approved facility offering mental health services. Programs serving rural areas are given priority in the selection of internship sites. The internship is normally com-

pleted over a 6 to 12 month period. Students may register for this course up to two times for a maximum of 9 credits total.

PSY 595 SPECIAL PROJECTS - 1-6 CREDITS

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and Associate Provost are required.

SOCIOLOGY, ANTHROPOLOGY, AND SOCIAL WORK

ANH 501 WORLD CULTURES - 3 CREDITS

Comparative study of the major cultural areas of the world. Institutional patterns characterizing the cultural complexes of Europe and Southwest Asia, South Asia, Southeast Asia, North and South America, and Africa south of the Sahara will be examined. Prerequisite: permission of instructor required

SOC 500 MEN IN SOCIETY - 3 CREDITS

Survey and analysis of traditional male sex-roles, as well as the evolution of new societal definitions of masculinity and the "New Men's Movement." Male/male and male/female relationships and communication are also critiqued and evaluated. The emphasis throughout is upon student application of critical thinking skills to appropriate written and media sources of sociological information.

SOC 515 AMERICAN VALUES IN CONFLICT - 3 CREDITS

Review of the conflicting values of different social and ethnic groups, generation, and sexual orientations and their consequences for American society. The nature of values, the basic American value system, and the relationship of individual and community value positions are examined. Attention is given to the application of techniques for value study to the clarification of educational and community problems.

SOC 522 SOCIOLOGY OF AGING - 3 CREDITS

A description and analysis of the sociological factors affecting the elderly and the aging process. Particular focus is placed on the conditions of the elderly as a function of societal norms, attitudes, and values.

SOC 530 SOCIOLOGY OF DEVIANT BEHAVIOR - 3 CREDITS

Exploration of community and social bases of juvenile delinquency and crime. Provides an introduction to sociological theories of deviance and the new perspectives in criminology.

SWK 552 FAMILY INTERVENTIONS - 3 CREDITS

This is a basic orientation to family counseling as one method of intervention for social dysfunction. Local social agency personnel and students in field placement are invited to participate. Role playing and video taping will be used to develop family-work skills.

SWK 554 CHEMICAL DEPENDENCY TREATMENT - 3 CREDITS

Prepares students for entry level positions in the chemical dependency field. Students will learn a global assessment strategy for differential diagnosis, as well as, beginning intervention techniques with the chemically dependent.

SPECIAL EDUCATION

SPE 501 PSYCHOLOGY OF EXCEPTIONAL CHILDREN - 3 CREDITS

Personality, emotional, social, and learning characteristics of individuals who are exceptional. Includes mentally/physically disabled, gifted and culturally diverse. Emphasis on psychological adjustment, attitudes, diagnostic testing, counseling and guidance, methods to facilitate adjustment, and research findings.

SPE 502 ADMINISTRATION AND SUPERVISION OF SPECIAL EDUCATION - 3 CREDITS

Study of organization, administration, and supervision of special education programs. Includes legal aspects, budget and finance, physical facilities, staff development, instructional leadership, parent and community roles, and current research.

SPE 503 PSYCHO-EDUCATIONAL DIAGNOSTICS - 3 CREDITS

Principles and practices of coordinated diagnosis of the problems of exceptional children within various environments and cultures. The diagnostic implication for educational placement and planning; development and evaluation of corrective techniques and materials; case study technique.

SPE 504 GUIDANCE FOR EXCEPTIONAL PERSONS - 3 CREDITS

Principles, techniques and organization of guidance services for the physically, mentally, and/or socially disabled within various environmental cultures. (Roles of aptitude, intelligence and vocational testing, counseling techniques and selective placement, including a study of physical, mental and emotional demands of suitable occupations.)

SPE 505 MENTAL RETARDATION - 3 CREDITS

Intensive review of research on etiology of mental retardation, classification systems and diagnostic problems. Study of brain injury, psycho/social retardation, research on learning characteristics, evaluation of psychological tests, and criteria distinguishing mental retardation from other problems.

SPE 507 CAREER EDUCATION SEMINAR - 3 CREDITS

Theory and practice of career education for the disabled and gifted, including vocational training, guidance related services; elementary, high school, post-school perspectives and settings; issues, trends and research findings.

SPE 508 EDUCATION OF SEVERELY RETARDED - 3 CREDITS

Organization of special educational programs for individuals with low-functioning retardation. Diagnosis and classification, development of teaching materials and techniques; community organizations and parent education; sheltered workshops; trends; problems and issues.

SPE 509 EARLY CHILDHOOD SPECIAL EDUCATION - 3 CREDITS

Critical study and analysis of early childhood education for the young disabled child. Identification and developmental processes; model programs; home-based services; methods and materials; infant-toddler, preschool and primary programs; team approach; research findings.

SPE 510 SEMINAR COMMUNICATION DISORDERS – 3 CREDITS

Advanced study of speech, hearing and language disorders. Case studies and appropriate investigative activities. Multi-disciplinary and multi-cultural exploration and discussion of problems along with procedures and materials necessary for remediation.

SPE 515 PROBLEMS IN COMMUNICATION DISORDERS – 3 CREDITS

Intricate problems confronting public education in the area of communication disorders. Accepted practices and procedures in adapting instruction to children with communication disorders; development of new approaches to educating these children. Prerequisite: SPE 510 and/or permission of instructor.

SPE 520 SEMINAR ON THE GIFTED AND TALENTED – 3 CREDITS

Advanced study of the nature, characteristics and educational needs of students who are gifted and talented from a variety of cultures. Review of research findings with implications for curriculum development, teaching procedures and instructional materials. Observation and field resource visitations.

SPE 521 CREATIVITY AND EDUCATION – 3 CREDITS

The nature of creativity in a broad range of human endeavors. Divergent thinking and its products: identifying and establishing climates or settings fostering creativity; research findings and needs; educational implications. Opportunity provided for individual creative project. Prerequisite: SPE 520 and/or permission of instructor.

SPE 525 CONTEMPORARY ISSUES – GIFTED AND TALENTED – 3 CREDITS

Basic conditions in the educational and psychological development of children who are gifted. Students develop curricula with necessary vehicles of implementation and evaluation. Psychological effects of high abilities upon the total functioning of the child. Prerequisite: SPE 520 and/or permission of instructor.

SPE 530 SEMINAR ON CULTURAL DIVERSITY IN SPECIAL EDUCATION – 3 CREDITS

Socioeconomic, political and ethnic characteristics of children and youth from diverse backgrounds. Relevant research as it relates to etiology, current corrective programs and alternate solutions to the problems of deprivation. (Required of M.Ed.)

SPE 531 EDUCATION OF THE CULTURALLY DIVERSE – 3 CREDITS

Learning characteristics of children and youth from multi-cultural background. Current educational intervention strategies; development of additional methods of educational intervention; current and relevant research.

SPE 535 PROBLEMS IN THE EDUCATION OF THE CULTURALLY DIVERSE – 3 CREDITS

Educational issues of coping with problems of social, cultural and economic deprivation. Reviewing and designing research studies for resultant training and education of all individuals of diversity. Prerequisite: SPE 530 and/or permission of instructor.

SPE 540 BEHAVIOR DISORDERS – 3 CREDITS

Problems in the education of children with emotional/behavioral disorders in regular and special classes, including children whose emotional disturbances are associated with other disabilities. Adaptation of curriculum; methods of instruction; special materials; adjustment of classroom schedules and environment.

SPE 542 SEMINAR ON BEHAVIOR MODIFICATION – 3 CREDITS

Behavior modification for children with learning and behavior disorders. Behavior characteristics and re-education procedures presently used and anticipated. Behavior modification projects are conducted in practicum settings.

SPE 545 PROBLEMS IN EDUCATION OF THE EMOTIONALLY DISTURBED – 3 CREDITS

Education of children with behavior disorders. Diagnostic procedures, therapy, research and related problems in special education for children and youth with emotional/behavioral disorders. Prerequisite: SPE 540 and/or permission of instructor.

SPE 550 ADVANCED CURRICULUM DEVELOPMENT IN SPECIAL EDUCATION – 3 CREDITS

Advanced study of curriculum principles and practices for special needs learners of diverse background. Discussion of regular education curriculum mandates, appropriate modifications, specialized teaching, curriculum writing formats, evaluation, and resource materials. (Required of M.Ed.)

SPE 554 LAW AND INDIVIDUALS WITH DISABILITIES – 3 CREDITS

Survey and description of major legal developments pertaining to identification, placement, education, services and rights of individuals with disabilities across the lifespan. Discussion of implications for administrators, teachers, support staff, parents, and employers.

SPE 560 PROBLEMS IN SPECIAL EDUCATION – 3 CREDITS

In-depth survey of current problems, issues and trends in Special Education.

SPE 565 MICROCOMPUTERS IN SPECIAL EDUCATION – 3 CREDITS

The course will provide an introduction to and an overview of computer applications for exceptional students. The emphasis for students is to become functional with the microcomputer. Students will be introduced to various microcomputers, selecting and evaluating courseware, assistive/adaptive devices, management systems, curriculum correlation, and classroom integration. The possibilities provided to students will assist the exceptional learners to function as a non-handicapped individual.

SPE 570 CLINICAL PRACTICUM – 3-6 CREDITS

An in-class and supervised professional field practicum in a special education setting. A transition between pre-professional and full professional status for the graduate student. Prerequisite: Site selection and arrangement approved by faculty advisor.

SPE 575 RESIDENTIAL FACILITIES FOR THE DISABLED – 3 CREDITS

Provides the student with an orientation to the principles and philosophies of residential facilities. It explores the different types of residential facilities available for children with disabilities from institutions to semi-independent living accommodations and provides the student the skills necessary to apply to principles of normalization in all settings.

SPE 576 NORMALIZATION - 3 CREDITS

This course explores the principles of normalization and how the theory can be applied to all problems dealing with individuals with disabilities. The skills and competencies of this course will also provide the student with techniques to develop awareness and attitudinal changes toward the handicapped in a community. In addition to normalization it explores the principles of advocacy. Section 504 of the Rehabilitation Act and recent litigation and legislation concerning the rights of individuals with disabilities in a community setting. Strategies for public relations using local government, agency and service organizations will be developed.

SPE 577 SEMINAR ON ADULT DISABLED - 3 CREDITS

A problem/solution-oriented seminar on adults with mental and physical disabilities. Discussion of nature and needs of broad range of adults with disabilities, implications for helping professions, research on adult learning and adjustment, current trends, issues and programs.

SPE 578 ADULT PROGRAM PRACTICES - 3 CREDITS

Basic organization, planning, and implementation of adult-level programs and services for individuals with mental and physical disabilities.

SPE 580-85 SPECIAL EDUCATION WORKSHOPS - 1-6 CREDITS

Special workshops and seminars on contemporary trends, topics and problems; usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.

SPE 590 LEARNING DISABILITIES - 3 CREDITS

Planning for multi-disciplinary, multi-cultural learning needs and problems of children with specific learning disabilities in listening, thinking, speaking, reading, writing, spelling and/or arithmetic. Discussion of definitions, etiology, diagnostic problems and research findings. Development and evaluation of remedial procedures and materials.

SPE 591 COMPARATIVE SPECIAL EDUCATION: SELECTED COUNTRIES - 3 CREDITS

Students will participate in a comparative study of special education policies, practices, and procedures in selected countries. Students will observe and analyze programs for individuals with disabilities throughout the lifespan in relationships to their societal context.

SPE 592 LEARNING PROBLEMS IN ADULTS, 3 CREDITS

An exploration of learning problems which adults experience because of intellectual or physical disabilities, emotional or psychological problems, limitations in educational programs, situational interferences, and cultural attitudes toward education of adults.

SPE 595 SPECIAL PROJECTS - 1-6 CREDITS

This course is designed to meet the needs of each student who registers. Each study is based on an approved plan and may be taken for one to six credits. Permission of the instructor, chairperson and Associate Provost are required.

SPE 597 INDEPENDENT STUDY - 3 CREDITS**SPE 598 RESEARCH PROJECT - 3 CREDITS****SPE 599 THESIS - 6 CREDITS**

GRADUATE FACULTY

FULL

ROBERT AMCHIN (1992), Associate Professor, Music

B.M., New England Conservatory, 1981; M.M., New England Conservatory, 1985; Ph.D., University of Notre Dame, 1982.

NANCY BOSTON (1989), Associate Professor, Music

B.M., Lawrence University, 1973; M.M., Peabody Conservatory of Music, 1975; D.M.A., Peabody Conservatory of Music, 1984.

BARRY BRUCKLACHER (1989), Associate Professor, Education

B.S.E., Mansfield State College, 1970; M.Ed., Mansfield State College, 1981; Ph.D., Pennsylvania State University, 1992.

H. REGINALD CARTER (1990), Associate Professor, Chairperson, Art

B.S., Central State College, 1956; M.S., Miami University, 1963; Ph.D., Union Institute, 1976.

CRAIG J. CLELAND (1981), Professor, Education

B.S., Millersville State College, 1975; M.Ed., Shippensburg State College, 1978; Ph.D., University of Maryland, 1980.

PEGGY DETTWILER (1990), Associate Professor, Music

B.S., University of Wisconsin-Platteville, 1970; B.M., University of Wisconsin-Madison, 1982; M.M., University of Wisconsin-Madison, 1980; M.M., University of Texas-San Antonio, 1985; D.M.A., Eastman School of Music, 1991.

RUSSELL L. DODSON (1982), Professor, Chairperson, Geography

B.S.E., Wayne State University, 1972; M.S., Michigan State University, 1974; Ph.D., Michigan State University, 1985.

RICHARD N. FEIL (1968), Professor, Psychology

B.A., Loyola University, 1961; M.A., Catholic University of America, 1963; Ph.D., Catholic University of America, 1968.

THOMAS J. FERNSLER (1992), Assistant Professor, Education

B.S., Shippensburg State College, 1975; M.Ed., Pennsylvania State University, 1981; D.Ed., Pennsylvania State University, 1983.

DAVID C. FLESCH (1977), Professor, Chairperson, Biology

B.S., University of Wisconsin-Platteville, 1967; Ph.D., Iowa State University, 1977.

JANNIS V. FLOYD (1994), Assistant Professor, Special Education

B.A., Wake Forest University, 1975; M.Ed., East Carolina University, 1979; M.A., Appalachian State University, 1983; Ed.S., Virginia Polytechnic and State University, 1992; Ed.D. Virginia Polytechnic and State University, 1995.

JANET A. FULLER (1980), Associate Professor, Education

B.S., Mansfield State College, 1973; M.Ed., Mansfield State College, 1976; Ed.D., Pennsylvania State University, 1989.

WALTER W. FUNMAKER (1990), Associate Professor, Social Work, Anthropology, Sociology

A.A., El Camino College, 1964; B.A., California State University-Los Angeles, 1967; M.A., University of Minnesota, 1974; Ph.D., University of Minnesota, 1986.

H. MICHAEL GALLOWAY (1980), Professor, Music

B.M.E., Baldwin-Wallace College, 1966; M.M., New England Conservatory, 1968;
D.M.A., Hartt College, 1986.

RICHARD HAMWI (1995), Associate Professor, Art

B.A., Queens College, 1970; M.A., University of New Mexico, 1973; M.F.A., University of California, 1974; Ph.D., Pennsylvania State University, 1978.

RICHARD A. HECK (1970), Professor, Education

B.A., Westminster College, 1962; M.S., Westminster College, 1965; M.Ed., University of Pittsburgh, 1966; Ed.S., University of Pittsburgh, 1967; Ed.D., University of Miami, 1971.

PETER A. KELLER (1974), Professor, Chairperson, Psychology

A.B., Franklin and Marshall College, 1967; M.S., University of Miami, 1970;
Ph.D., University of Miami, 1972.

EARL YOUNGSUCK KIM (1988), Associate Professor, Music

B.M., Seoul National University, 1978; M.M., New England Conservatory of Music, 1983;
D.M.A., University of Miami, 1987.

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B.S.E., California University of Pa., 1975; M.S., West Virginia University, 1977;
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B.A., University of Colorado, 1972; M.A., University of Colorado, 1976; M.A., Arizona State University, 1980; Ph.D., University of Toronto, 1991.

BONELYN L. KYOFSKI (1989), Associate Professor, Education

B.S., Mansfield State College, 1962; M.A., Pennsylvania State University, 1966;
Ph.D., Pennsylvania State University, 1976.

SUSAN G. LAIB (1989), Instructor, Music

B.M., Eastman School of Music, 1980; M.M., University of Colorado, 1982;
D.M.A., Florida State University, 1997.

MONICA LAMBERT (1996), Assistant Professor, Special Education

B.S., West Virginia University, 1987; M.A., West Virginia University, 1988;
Ed.D., Florida Atlantic University, 1996.

GALE P. LARGEY (1970), Professor, Social Work, Sociology, Anthropology

B.A., St Vincent College, 1966; M.A., SUNY at Buffalo, 1968; Ph.D. SUNY at Buffalo, 1972.

MARGARET H. LAUNIUS (1989), Associate Professor, Psychology

B.A., California State Polytechnic University, 1981; M.A., California State University-Fullerton, 1983; Ph.D., Louisiana State University, 1988.

BRIAN T. LOHER (1990), Associate Professor, Psychology

B.A., Indiana University, 1980; M.A., Michigan State University, 1984; Ph.D., Michigan State University, 1987.

ANN MABE (1980), Professor, Social Work, Sociology, Anthropology

B.S., Virginia Commonwealth University, 1971; M.S., Virginia Commonwealth University, 1978; M.A., University of Virginia, 1978; Ph.D., University of Virginia, 1979.

JOSEPH M. MURPHY (1987), Associate Professor, Chairperson, Music

B.M.E., Bowling Green State University, 1982; M.M., Northwestern University, 1983;
D.M.A., Northwestern University, 1994.

J. DENNIS MURRAY (1978), Professor, Psychology

B.A., Syracuse University, 1970; M.A., University of Rochester, 1974; Ph.D., University of Rochester, 1975.

KONRAD L. OWENS (1966), Professor, Music

B.A., Oberlin College, 1964; B.M., Oberlin College, 1964; M.M. Michigan State University, 1966; D.M.A., Michigan State University, 1988.

RAYMOND F. PASKVAN (1968), Associate Professor, History

B.A., Carleton College, 1960; M.A., University of Minnesota, 1963; Ph.D., University of Minnesota, 1971.

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